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# KINDERGARTEN MAGAZINE



**PLEDGED TO MAKE THE KINDERGARTEN FREE TO ALL CHILDREN**

**AMALIE HOFER, Editor**

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**Vol. X--September, 1897--June, 1898**

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**DR. JENNY B. MERRILL**

**Methods of Child Study  
in the Kindergarten.**

**Vol. 10**

**SEPTEMBER 1897**

**No. 1**

# KINDERGARTEN MAGAZINE



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**HAMILTON W. MABIE,**  
President of the New York Free Kindergarten Association.

# KINDERGARTEN MAGAZINE

*Vol. X.—SEPTEMBER, 1897.—No. 1.*

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## METHODS OF CHILD STUDY IN THE KINDERGARTEN.\*

DR. JENNY B. MERRILL.

**M**ANY years ago there came into my hands a little book by an English writer, entitled "What is a Child?" I shall never cease to be grateful to the writer, for the question, as well as his attempt to answer it, have both been of great service to me. I commend the question to all young kindergartners and hope that it will follow them, as it has me, through life, and be the means of arousing their interest in the present-day methods of child study.

I wish today simply to call your attention to two or three methods that we have actually used in New York, hoping that they will yield more results in your hands than they have in ours. They involve writing, and writing takes time and is apt to be neglected; but even an intermittent use of the methods suggested will be of some value.

The first method suggested, which has been followed more or less completely in the kindergarten of the Associate Alumnae of the Normal College, New York city, is as follows: The kindergartners aim to keep a record of each child in a separate blank book. In the room on a hanging shelf may be seen twenty-five of these record books. If possible, the child's photograph on entering the kindergarten is placed on the front page, followed by a brief family history. A careful description is given of the child's actions during the first days. Notes follow from day to day or

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\* Read before the Department of Kindergarten Education, Milwaukee, July 7, 1897.

week to week, at irregular intervals, according to the time that can be given. When a child remains two or three years, the record becomes of special interest. In some instances a summary of the work accomplished by the child in weaving or sewing appears at the end of the year, or a statement of his color preferences. A few of the books are indexed, so that illustrations of certain traits may be found readily—as of danger, discouragement, theft, generosity, etc.

If it is too much work to keep a record of every child, it may be possible to keep three or four, choosing children of different temperaments as types. One of these kindergartners who has assisted in keeping these records says nothing has helped her so much. They remind one of Pestalozzi's records of the children of Stanz, and while they may not yield material for the scientist, they help to create an interest in the individual child. The kindergarten is led to connect one act with a series of similar acts, and so to form an idea of tendencies in the child. While it is true that such impressions are formed almost unconsciously by the kindergarten in her daily intercourse with her children, it will be found that the written record will greatly strengthen this power in young teachers.

The second method that has been tried in some of our public kindergartens during the present year is as follows: The teacher keeps a daily record of the order of exercises on the left side of a record book, and leaves the right side blank unless she finds some items of interest to record in relation to one or more children. Even when nothing is written, the blank page is a reminder from day to day, of the child. The tendency is to think of the work being done—the mat, the weaving, the blocks, the product of work, rather than the child working. We need a frequent reminder, and I say to our kindergartners, Even if you write nothing you will give a thought to the child, and perhaps wonder what you could or should have written.

A third method of child study in the kindergarten has been a careful observation of the child's drawings as suggestive of the content of his mind. For example, in one case we



have found a child drawing an elaborate picture of a funeral procession. One who lived in the neighborhood and had witnessed the display made on such an occasion would not be surprised, but a teacher who had not known of the custom would certainly have had an unlooked-for peep into that child's mind.

In another case a child made a picture of a little boy running to meet his father at night as he was coming home.

Quite a different state of home affairs was shown in a drawing of a boy on a chair fastened to a bed; but the boy announced he was running his tongue out and having a good time.

It is in the free drawing, principally, that these opportunities come. The subjects suggested by the kindergartner may be so chosen as to help in disclosing the child's thoughts, as when the children are asked to draw



MISS JENNY B. MERRILL.

"objects noticed in the way of the kindergartner," or each child is asked to draw "whatever he thinks will make a good picture" or "what we saw on our walk."

While I have particularized these three methods, I think all methods of child study are good for the kindergartner, and I know no better summary of these methods than the one found in "Studies of Education," first number, by Prof. Earl Barnes—viz:

1. Undirected observation in everyday home and school life.

2. Miscellaneous written collections without any hypothesis.
3. Personal reminiscences of the students.
4. Personal journals or letters of children. (*May Atlantic.*)
5. Reminiscent autobiographies, written or printed.
6. Artistic interpretations of childhood.
7. Direct studies of children.
8. Biographies of young children.
9. Statistical studies on the lines of a syllabus.

I especially recommend the kindergartner to study carefully her own childhood, for I believe, as Professor Barnes says: "He who sits down and carefully and honestly reconstructs from memory his own childhood in its movements of joy and grief, has given himself a medium through which he can see children as they are." Last winter I was asked to speak on the subject "The child's love of work," at the Brooklyn congress of fathers and mothers. I prepared for the paper mainly by looking back into my own childhood experiences, and one after another came back to me until I was more thoroughly aroused than ever to the value of work as a pastime. I remembered the delight I felt in helping on moving day, the pleasure in little household duties; and I fully sympathize with the choice of Queen Victoria, who was asked, when a child, what she would choose to do, by an aunt who wished especially to please her; the future queen chose "to wash the windows."

Professor Barnes says, in speaking of these reminiscent studies: "They quicken our interest in childish activity by relating it vitally to our own egoistic interests. We also see acts in their perspective and in their relations as we cannot when observing a child."

We will not have the proper methods of child study in our kindergartens until we have them in our training classes. I can conceive of no more profitable exercise in a training class than these reminiscent studies, the teacher suggesting lines of thought by appropriate questions; as—

What is the first thing you remember?

Did you have many playmates as a child?

Who was your favorite playmate?

What were your favorite plays as a child?

Were you a leader in plays?

What were your favorite picture books? your favorite songs?

Did you spend much of your time with adults?

What adult did you like best to be with? Why? Did you like to visit? Did you travel?

What work did you like to do about the house?

Were you fond of older, or younger, children than yourself?

Were you fond of dolls? What kind, large or small? What toys did you like?

Did you have pets?

Such questions are not asked for the purpose of collecting data and classifying, but to lead the student back into his or her own childhood, and to awaken the feelings and interests then experienced.

If it also be profitable for the training teacher to secure such individual records of children as have been mentioned, and to read them with her students, interpreting them in the light of her wider experience. She should also require each student to keep a record of at least one child.

I have said nothing about child study from the physician's standpoint. We will all agree that special attention should be given to the hygienic conditions in the kindergarten. No report on Dr. Hall's Syllabus for Kindergartners interested me more last summer at Clark University, than Dr. Burnham's report on Section I—namely, Hygiene. Such questions as these were included, and

What precautions should be taken against contagious diseases, and what essentials are neglected? If washed, do the children all have the same soap, wash rag, sponge, towel, water, handkerchief, drinking cups, etc.? Are the toilet rooms near, warm, suitable, used freely, and are children properly attended, isolated, watched, taught cleanly habits there? Do they meet primary children there, on going and coming?

What care is taken of eyes, ears, nose, teeth? Are these medically examined or tested by the teacher? Are drafts, direction, sunshine, dark corners, over-heating avoided? What is done to insure ventilation and pure air? What temperature is kept? what precautions against exposure and colds in taking off outer garments, going to and from kindergartens, etc.?

Are chairs, tables, blackboards, etc., adapted to the size of different children? Are they seated by age, size, or proficiency?

How do you try to prevent the contagion of bad habits, as mispronunciation, biting nails, making faces, stammering, swaying, and other automatic movements, and how would you treat them in the individual child?

How do you try to prevent fatigue, nervousness, excitement, and insure proper postures, and prevent over-tenderness, and over-susceptibility of mind and body, coddling, and fastidiousness?

How long do children stand or play in ring or circle, at one time?

What proportion of the children take lunch between nine and twelve? What do they usually bring, and how is it served and eaten, and how much time is thus consumed? and are they better or worse for this?—bearing on insufficiency of breakfast, table manners.

What signs of increased nervousness or fatigue, if any, have you noticed after Christmas week?

Dr. Burnham said that very little literature exists upon the subject, and that the returns to the question suggested were small, but that he had come to the conclusion that the kindergarten is a very hygienic place. Nevertheless he said, "Grave defects exist," and advised kindergartners to study Froebel again, for Froebel was not only a good teacher, but a real champion of hygiene. No one had given greater attention to the development of the muscular system than Froebel. Froebel saw the dangers of nervous diseases, and desired to train up a generation of youth of better constitution. Dr. Burnham claimed that work out of doors is

the core and center of Froebel's system, and advised kindergartners to do more toward developing occupations for outdoor work, such as providing gardens, sand heaps in parks in large cities.

He warned us of the danger of too exciting stimuli for young children in pictures and stories, especially for those children who come from a meager environment. Hold the child's attention with the weakest stimulus possible. Of two stories, choose the one less exciting. By keeping children calm and free from excitement we lead them to self-control. The cause of nervous breakdown is often lack of self-control. The self-control of the kindergarten is of great moral and hygienic value. It would seem to be a foregone conclusion that kindergartners would observe the children in regard to cleanliness, but in large cities we have not wholly solved the problem of "the dirty child." We have been greatly aided this year in New York in this direction by the appointment of physicians to visit our schools daily.

The height of chairs and tables appears to be unsolved in some kindergartens. How to take care of the children's eyes is still a problem—is it best to have the light from the left? Then we must face the question: "How must we place our tables to accomplish this desirable result?" even though it breaks our much-loved dream. The Baroness von Bülow said to me, in speaking of this change of the ordinary position of kindergarten tables, "You Americans are too sentimental. You want a circle all the time. You have it in the morning, at the opening talk, and in the games. That is enough." I was indeed glad to find that she agreed with me.

In speaking recently to an eminent physician in New York city, Dr. Wood, of the danger of singing in dusty rooms, he suggested that the dust be blown out of the room by machinery, as is done in certain factories when delicate work is being done, and I now suggest placing tables one behind the other, at least during occupations; for only in this way we can secure light from the left, and keep direct light out of the children's eyes.

The only method of child study that will secure desirable physical conditions is that of constant observation of these little things that affect the health of the child. It is surprising to find what important physical matters escape the attention of the kindergartner whose mind is on her program and not on the child. The kindergartner, as well as other teachers, needs to be occasionally reminded that we do not teach drawing, weaving, sewing, etc., but that we teach the child. The child must be uppermost in the mind; the work must be seen constantly in its relation to the child.

Young kindergartners do not always realize how they are tested. A supervisor recently visited a kindergartner who had been in charge of her class but a week. The kindergartner began almost at once to speak about the children: This little one has an invalid mother—there are eight children in the family; this little quiet one cannot speak above a whisper—it seemed she fell out of the window some time ago. Another kindergartner said, "Oh, how different it is to discipline the children when you know them!" It is such knowledge that makes the supervisor feel assured that the individual child is not being forgotten in the desire to have pretty work to exhibit for a program connected in all its parts.

An eminent writer on education has said: "There are doubtless many ways in which men may make a new heaven, and a new earth of their dwelling places, but the simplest of all ways is through a fond, discerning, and individual care of each child." Such care, the result of child study, should be the aim of all true kindergartners.

*New York.*

---

#### DUTY.

'T is not enough to vaunt of good,  
To pray it be the Master's plan  
That all his children should be fed.  
We need to live true brotherhood,  
To love and cheer our fellow-man,  
If we would follow where He led.

—*Emma Playter Seabury.*

## THE KINDERGARTNERS MEET AT MILWAUKEE.

AN ABLE PROGRAM.—A LARGE ATTENDANCE.

**M**ISS CAROLINE T. HAVEN, so well known as the director of the kindergarten department of the Workingman's School, now known as the Ethical Culture School, of New York city, proved herself an able and worthy presiding officer for the kindergarten department of the N. E. A. After the cordial welcome expressed by Miss Mary F. Hall on behalf of the Milwaukee kindergartners, Miss Haven accepted the same with appreciative words, acknowledging in particular the honor by which the Froebel Union of Milwaukee made this department its particular guest. She also referred to the fact that it was in the state of Wisconsin, at Madison, in 1884, that the department was organized, giving full and just credit to Dr. W. N. Hailmann for the



inception of the same. Miss Haven said that she was glad to pay living tribute to him for his devotion to the principles of this great work during that long period when few educators considered the same to be vital. She sketched the growth of the movement, saying that the vast number of changes in every department of education were largely due to the kindergarten ideal, calling attention to the fact that a discussion of its principles found a place on every educational program.

THE PROGRAM OF THE KINDERGARTEN DEPARTMENT of the N. E. A. covered two questions vital to the present

development of the kindergarten idea: First, Child Study in its Relation to the Kindergarten; second, the Kindergarten in the Public Schools. Dr. Dewey was introduced as one who has given the subject sincere attention from a different standpoint than that of the profession itself. Dr. Dewey opened his remarks by saying that "child study" is a wide term meaning child psychology, as it is a study of the make-up of the mental characteristics of children. Child study has its superficial aspect, being followed by many as merely a fad movement, and is often submerged in the gush of sentiment or as often buried under a weight of cold, hard, unrelated facts. But that aspect of the movement which has to do with the social relations of the child is as old as human existence. It is a study of the child as a human being. The psychological movement began to affect education three centuries ago, and is today the one practical fact to be dealt with. The psychological movement is a reflection of the social movement, and as such is an element in democracy itself.

There have been three general view points of the child: First, that view which considered the child merely as a medium of perpetuating the social order, as was held by the Greeks; second, considering the child from the emotional standpoint, that attitude which represents the child in the art of the *Renaissance* as the spiritual savior; third, the present view of the child, which is a combination of these two with an added third factor—viz, that the social order should be made with reference to the child. In this third view the child is not merely utilized to maintain the existing order, but as a means by which the progression of the social order may be secured. The Greek child existed for the benefit of the race. The modern view is that if we take care of the children, civil society will take care of itself. This view lends a tremendous dignity to the subject of child study.

Dr. Dewey, in his quiet, unchallenging way, then proceeded to make the following revolutionary statements, which should have been heartily cheered by that great kin-



dergarten audience which overfilled the Bijou Theater—statements which, if accepted, would put Froebel training, manual training schools, and industrial training into every highway and byway where little children are gathered together; statements which, if accepted by educators at large, would bring the millennium for which kindergartners have in their woman's way been praying. But Professor Dewey spoke quietly and evenly, and the full force of his statement must be left to dawn on his hearers in the due course of time. He said simply: "*Motor activity is constructive; all consciousness is motor.*"

DR. DEWEY COMMENDS THE GENIUS OF FROEBEL.

Dr. Dewey then proceeded to point out how adults are adults for the simple reason that they have been trained to suppress motor activity. The kindergarten, fortunately for our whole educational system, demands freedom for the hand and eye, and provides opportunities for expression. The kindergarten is the unrivaled place to study those tendencies of the child nature which are forever urging him to *put into action, to make, as well as to do*. An interesting field for investigation, which requires no special training, might be the following questions: "What does spontaneous activity do for the education of the child? Do the gifts, materials, and sequences of the kindergarten make the highest use of the motor activities?" It was the great genius of Froebel to recognize these motor activities and adapt materials to their exercises. His recognition of play was more than a utilization for superfluous energy; it was a medium for educational activity. Not far from the time that Froebel was active, Schiller was saying that all art begins in play. Within the last four or five years, careful study has been made of the spontaneous action and artistic tendencies of children, and it is fair to conclude that we must begin from earliest childhood to train for æsthetic and artistic appreciation on the part of adults. The teacher must continue to be a student. There is no better way than to study the living material. Our universities go to great

expense to furnish experimental laboratories. Every kindergarten has a far better laboratory than these in its vital material—a material which is living, concrete, spontaneous, and unrestrained. It is a great thing to be a student mentally alive, and to have the opportunity of making an application of the truths developed. Psychology is the great means of transforming or restating general truths in individual and particular forms. Psychology is an organ of insight into the individual, and is the connecting link between the



MISS CAROLINE T. HAVEN.

child and our theories of training the child; it adds the practical application to subject-matter and science. It embodies in the lives of children the general principles and abstract truths.

Dr. Dewey is not so much a reformer as a prophet, and without any of the accessories of a large voice or large figure, he impressed the earnest audience with the dignity and seriousness and far-

reaching humanity of child study.

MISS BERTHA PAYNE, OF THE CHICAGO FROEBEL ASSOCIATION, presented a pungent and wholesome paper on "Has Child Study any Help for the Kindergartner?" Miss Payne is an agreeable speaker, and her considerations of this subject were strong and well supported. The following paragraphs from this paper will be found practical and constructive:

"I sometimes think that kindergartners have been ham-

pered by the richness of their heritage, much as the sons of a rich man, who spend without toil that which the father has labored to amass. With the amassing he accumulated strength and wisdom. The greatest fruit of his labors was character. The sons spend in weakness, and accept the fortune and not the example of sturdy effort. So we have taken Froebel's philosophy as a gift, without digging out for ourselves further treasures. We have accepted the products of his wisdom and experience, and have not learned from him to acquire power as he acquired it—by constant, sympathetic study of the children "

"The tradition of success that has followed in the wake of the kindergarten has been due to the fact that kindergartners had not only a great aim, but a definite method of making the great purpose effective. I do not propose to give them up. But have they done all that needs to be done? In the face of the success of the kindergarten, do we dare accept an untoward criticism of their use? With all reverence to a master mind and a great heart, do we dare question whether the last device has been planned for the manipulation of childish fingers? Is the last mould turned in which to run the fusing elements of play? And has one man, however great, said the last word as to what shall be done under present circumstances?"

#### HAND CLAPPING A TIME FILLER.

"The rut-making tendency, as Dr. Hall has called this habit formation, has opened my eyes to many things which we cause our children to do uselessly in the kindergarten. Indeed, after going a round of visits to various kindergartens, I began to fear the cultivation of a persistent clapping automatism, by this everlasting time filler of hand clapping. It has also led me to regard seriously this question: 'Whether we have not required overmuch of systematic work in block building, stick and tablet laying, folding, cutting, etc.,' so that the mind unconsciously feels for this element as an end in itself, and strives too often to produce the symmetric, perfect thing, instead of being

able to use the principle of symmetry when needed in a useful thing."

"The kindergartner who knows that fatigue actually engenders a poison can never allow her children to overstep their time at any given work. To her who has followed the results of these investigations, the bad temper or sulkiness of fatigue takes on a new aspect. The child whose irritability is positively known to originate in physical hunger is treated accordingly. It is even comforting to find that the child whom we supposed to be an inheritor of a double dose of original sin, because of constant disobedience, is merely afflicted with defective hearing and in need of medical treatment."

"There are many among us who say: 'Out upon child study! it is worthless. The mind, the spirit, so transcends bodily conditions, and is so superior to its environments, that all this gathering data of the effects of physical conditions upon mental states is folly.' To these I would say, that as long as physical substance in the human body is the medium through which the soul makes itself known, so long will we need to study to keep the instrument in the most perfect condition. Science has made it possible for us to know vastly more what health of tissue and perfect functioning of organs mean, and therefore how better to keep the organism in natural balance, and how to adjust unbalanced states which cause disordered functions, hindering the free expression of the transcending but not omnipotent ego. Just so long as the inner ego is reached by outer stimulus by organs of sense, and in no other way, we must study to select the right stimuli. Just so long as mental action is awakened by contact of matter in some form, or the impingement of force termed physical, as it can be awakened in no other manner, just so long must our poor human endeavor be to select those outer stimuli to which the ego will most readily respond and which will awaken the mental action most needed. In other words, environment does count. Though the ego transcends, it transcends in seizing

upon that which is material, through sense, and in wringing from it the essentials for thought."

FORCED TO READ FROEBEL ANEW.

Miss Payne closed her paper with the following interesting statement of how progress is the result of thought collisions: "The greatest help has come to the kindergartner when, struck by an apparent antagonism, she has been forced to read her Froebel anew, and to approach his teachings with a new view of childhood, and gain the strength which comes from the effort to reconcile the modern and scientific with the old and prophetic. Those who have honestly made this effort will agree with Ruskin: 'The value of philosophy lies in the number of truths it enables one to reconcile.'"

MISS O'GRADY, OF PHILADELPHIA.

Thus far the child-study movement was considered from the distinctly modern standpoint. It was, therefore, doubly interesting to hear the paper of Miss Geraldine O'Grady, of the Philadelphia Normal school, which pointed out "Froebel's Use of Child Study," and it was again made evident that truth is never old and never new, although its chief characteristic is that it forever challenges rediscovery. Miss O'Grady quoted largely from Froebel's writings to prove her own statements. She opened her paper with the following bit of humor:

"It would seem to be no fault of Froebel's that a German child-study association did not show us the way to ours; but one reason for our better success may be that in America the tail has to some extent wagged the dog. The German child would sit and wait till people were ready to study him; but young America was like the riddle of the sphinx—a problem that you were obliged to study and solve, or you might be swallowed whole."

Miss O'Grady made a careful comparison between the truths of the so-called new scientific psychology and that claimed for the intuition school represented by Froebel, closing with the following:

"Froebel would tell us that we have no right to go by the light of science alone and deny the witness of poets, philosophers, and prophets from all time, to another side of the shield; that we have no right to study children's cruelty



EXPOSITION BUILDING.

without their tenderness and heroism, their fears without their courage, their bodies without their souls. Study on these points has been so one-sided, that I should like to give one instance (though not Froebel's) which covers both points. Two little chil-

dren whom I knew were lying awake in their cribs at night. Some injudicious elder had spoken before them of the horrors of eternal punishment, and the little girl—four years old—who had a difficult disposition and sensitive temper, and was often told that she was naughty, said to her brother: 'Oh, Tanny, I's so 'fraid I sall go to de pit wit Satan, I-is so naughty.' 'Oo sall not; I'll hold oo,' responded the wee lad a year younger. 'Oh no, oo cannot,' she replied despairingly; 'I's so naughty, I sall go to de d'eadful black pit.' 'Den I'll go wit oo,' was the ardent response. Let us study the manifestations of spirit as well as body, as Froebel urges, 'in ourselves and our children, in nature and history, that we may perceive general as well as special laws of development, and what child training may receive in these laws, its surer basis and true foundation.'"



LAYTON ART GALLERY.

## A WOMAN DOCTOR OF PEDAGOGY.

Dr. Jenny Merrill, the supervisor of kindergartens for the city of New York, was greeted with enthusiasm, and her definite, exact, and clear statement of methods of child study to be pursued in the kindergarten was distinctly appreciated by the audience.

Her paper will be found complete as the opening article in this issue. Mrs. Alice H. Putnam, of Chicago, discussed the paper of Dr. Merrill in a practical way, emphasizing the danger which comes to the child-study movement through the fact that so many "immature, callow girls" are tempted into the kindergarten work. She also urged that the training of these girls take into consideration their undeveloped powers. At the close of the program of July 7 the following committees were appointed by the president of the department: For the nomination of officers for the coming year, Mrs. Alice H.

Putnam, Chicago; Miss Jessie Winterton, New York; Miss Hattie Phillips, Des Moines; the committee on resolutions, Mrs. J. N. Crouse, Chicago; Miss Bertha Payne, Chicago; Miss Beulah Douglass, St. Paul.



IN MILWAUKEE PARKS.

## THE SECOND AFTERNOON

was devoted to the general subject of the kindergarten in

the public schools. Superintendent C. B. Gilbert, of Newark, N. J., was the first speaker, and his large experience in public school work, as well as successful organization of the kindergarten as a part of the school system of the city



MILWAUKEE HOTELS.

of St. Paul, was a guaranty that his address would be practical and entirely non-speculative. The facetious and somewhat superficial handling of some phases of the subject may be forgiven him in consideration of the earnest, manly appeal he made for the child and his rights. Supt. Gilbert's claim that the same supervisor should have charge of the public kindergarten and primary work brought a mild protest from the audience, as well as the assertion that graduates from some of the most famous private kindergarten training schools in the country were unable to write the simplest English. Supt. Gilbert, together with the many educators who feel called

upon to criticise and tug at the barely rooted and sprouting kindergarten movement, must not forget that it is what it is by virtue of *private* consecration, money, and conviction. When every state in the Union shall have made the



kindergarten a legal fact, and when every board of education in the Union has appropriated the funds not only for the salaries of kindergartners, but for the training of same, then it will be time to attack the movement as if it were an already overgrown, badly governed, and poorly equipped public institution. Such a general audience as attends any of the department meetings of the N. E. A. is scarcely in a position to enjoy the technical discussion of the demerits and defects of individual cases of failures and shortcomings. The large central purpose of the kindergarten movement remains—viz, that of organizing public sentiment until we have the kindergarten a permanent universal institution.

The following outlines will indicate the points discussed by Supt. Gilbert:

I. The growth of the kindergarten in America was for many years very slow. Its recent development has been most rapid.

II. The cause of the slow growth was a lack of comprehension of the kindergarten on the part of the average educator, including the average kindergartner, the latter being a partial cause of the former. This was the period of the nursery-maid kindergarten.

III. The recent rapid development is the fruitage of the persistent efforts of the great kindergarten leaders and of the revival of the study of pedagogy in this country. This is the greatest step in pedagogy that has ever been made in this country. It is, however, fraught with dangers both to the kindergartens and to the other schools, and necessitates considerable modification of both. The kindergarten must not be attached to the public schools as a new and distinct department, but it must be coördinate with them in a vital way. This means for the kindergarten:

1st, Broader culture and better professional training for kindergartners;

2d, A more general spirit of coöperation, and an attempt to meet real rather than imaginary conditions;

3d, A broadening of the course and a gradual modification of the tools used;

4th, A better training for citizenship through the enlarged comprehension of the meaning of coöperation.

IV. This means for the other schools, large enrollment, discipline.

1st, The sweetening and mollifying of the systems of discipline, through the introduction of the kindergarten spirit;

2d, A more rational and careful consideration of individual needs;

3d, The introduction of a more generous and altruistic spirit in the schools;

4th, A training for citizenship through the introduction of self-government;

5th, A saving of time in the instruction in fundamental branches;

6th, The making of education real and



MISS JANE ADDAMS.

vital, instead of formal and unreal.

#### DR. HAILMANN WELCOMED.

During the program Dr. W. N. Hailmann arrived on the platform, and it was with great interest that all looked forward to his opportunity to add a word on this general subject of the kindergarten in the public schools. Dr. Hailmann said that he agreed with much that Superintendent Gilbert stated, but took issue with him on the point that it was more important for grade teachers to know the kindergarten work

than for kindergartners to equip themselves with the knowledge necessary for other teachers. He held that it was immeasurably more important and necessary than either of these, that the superintendents and heads of schools should be intelligent on the subject of the kindergarten, for it was largely due to their ignorance that the kindergarten was a "plaster" instead of a part of the public schools. If for no other reason, the kindergarten should exist for the *good of the whole school*. He suggested that the innate, inborn activity of the child cannot be developed in the mass. The children should be taught in little organic groups, these groups in turn forming larger groups, and so the entire school scheme should be socialized. He said: "I take it that the one great purpose of the kindergarten is to regenerate the school." The kindergarten might be called a Christ work, since it lives for all, for the good of the whole. Dr. Hailmann expressed the feeling of the audience when he indicated that the kindergarten was far more a subject of Christian benevolence than of technical pedagogy.

Miss Katharine Beebe presented the subject of "Kindergarten Work and Principles in the School" in a happy, attractive manner, giving among other interesting matter an account of the socializing work done in connection with the Evanston (Ill.) public school in which her kindergarten work centers:

#### A SOCIAL CENTER.

"Our own one-story school of eight rooms has many advantages in its location and surroundings. It is in a suburban city where there are not only trees, grass, flowers, and open prairies, but where there is also a settled home feeling and a community spirit often absent in large cities and towns, and not always strong enough to be felt even in country places. We love our city and are proud of it. We do not move very much, and we live in the same houses and teach in the same rooms long enough to know and be known. Hence, when we want flowers, plants, seeds, books, pictures, specimens, or anything else for school purposes, we

have only to ask for it. Often we need not even ask, for the homes voluntarily lend, send, and give much to the school. This relation is one which has always been a part of the ideal kindergarten, and should be a part of the ideal school. There is among us an *esprit de corps*, a pulling together, a working together, a living together which is the essence of kindergarten life. It is a little hard to put so intangible a thing down in words, but you would have seen it and felt it could you have been with us in the morning before school time of the Friday before Memorial day, which was the day of the school's celebration. Dozens of children were darting to and fro with vases and glasses of water, everybody was bringing flowers, some were dusting and tidying up here and there, boys were helping the janitor put up flags and bunting, halls and reception room were being put in festal array, and every room was being made as attractive as possible. Everywhere was the suppressed excitement of a gala day so dear to the childish heart, beaming smiles, and frequent exclamations of "Oh, *doesn't* it look pretty!"

#### HOUSE AND HOME CLUB.

"While the House and Home Club has no official connection with the school, the interests of the two are so closely allied that it is in reality a part of it. This club is composed of about forty women, who either work themselves or are the wives of laboring men, all of whom live in the school district. It was organized by one of the 'other class' of mothers, whose own children attend the school. The club has met at her house weekly for over a year, and while it is self-governing, her friendly help and interest, as well as that of her husband, are always at hand. Neighbors and teachers are also members of this club, and the fraternal feeling existing among them was happily visible at the Christmas party given this year, when the club entertained husbands and children. The entertainment consisted largely of songs and recitations by the little folks, most of whom belong to the school in question, though Catholic and Lutheran parochial schools were also represented."

"Our garden this year is going to be as great a delight

to neighbors and passers-by during July and August as it will be to us when we come back in September, and as it was to the workers in it during April, May, and June. We planted late on purpose, so that many flowers will be blooming in the fall. We have large grounds, and there was much work to be done before this result could be obtained. Our boys did the cleaning up with rakes, spades, and little wagons, and the building of a new division fence made this work more arduous and necessary than usual. The children brought in wheelbarrows and wagons fresh black earth from the prairie for the flower beds. The kindergarten children did most of the seed and root planting, the girls most of the transplanting and setting out of young plants, and all took a hand in the weeding. The half hour before school hours and the half hour after provided the necessary time. The janitor, who of course mows the lawns and waters with the hose, was always ready to lend a hand, and among us we did really a great deal of work with a slight expenditure of time, muscle, and money, simply because we worked together for 'our garden.'"



MISS BETTIE A. DUTTON.

Miss Mary F. Hall, supervisor of the public kindergartens of Milwaukee, deserves great credit for her activity in making the week an interesting one. The Milwaukee kindergartners had a small exhibit in the city hall, illustrating

the program of work for a year, which was devoted to the subjects of the industries of their own state. The Athenæum, which was the attractive building of the woman's club, was



MISS SARAH C. BROOKS.

thrown open to the kindergartners as social headquarters during their stay. The Froebel Union entertained all visiting kindergartners at a reception on the evening of Wednesday, July 7, with Miss Caroline T. Haven and Dr. Hailmann as the leading guests of the evening. Members of the Woman's Club of the Milwaukee Kindergarten Association and of the Woman's School Alliance assisted at this reception. Mu-

sic was furnished for both programs of the kindergarten department, and the kinder-symphony deserves special mention, which was conducted by Miss Kippenberger, the Froebel Union as a body participating in it.

MISS MARY C. MCCULLOCH, OF ST. LOUIS,

spoke in her usual inspiring way on the subject of "Ideals to be Realized by the Kindergarten Supervisor," and as a fitting consequence Miss McCulloch was unanimously elected, on recommendation of the nomination committee, to serve as the kindergarten department president for the coming year.

Miss Caroline T. Haven deserves great credit for having made the Kindergarten Department of the N. E. A. success-

ful. We would recommend her practical method to the future officers of this department, especially the sending out of the advance announcement of the program as early as the month of April.

Toward the close of the sessions of the kindergarten meetings at Milwaukee, a short time was devoted to the interests of the International Kindergarten Union. The second annual report was read by the secretary, and copies were afterwards distributed to those present. This report will be sent to all branches before the beginning of the regular meetings of these organizations.

It was the intention to have abstracts of several important reports of the St. Louis meeting read at Milwaukee, and these had been duly prepared; but owing to the extreme heat and the lateness of the hour it was deemed advisable to omit them from the program. The full reports of all the papers will soon be issued, and copies will be sent free to members of the union.

#### THE FIRST MIRACLE.

THE huge weeds bent to let her pass,  
And sometimes she crept under;  
She plunged thro' gulfs of flowery grass;  
She filled both hands with plunder.

The buttercups grew tall as she,  
Taller the big dog-daisies;  
And so she lost herself, you see,  
Deep in the jungle mazes.

A wasp twanged by; a hornèd snail  
Leered from a great-leafed docken;  
She shut her eyes, she raised a wail  
Deplorable, heart broken.

"Mamma!" Two arms, flashed out of space  
Miraculously, caught her;  
Fond mouth was pressed to tearful face —  
"What is it, little daughter?"

—Wm. Canton.

## ART INSTRUCTION FOR PUBLIC SCHOOLS.\*

FREDERICK OAKES SYLVESTER.

**W**E have a great calling, a great subject, and the greatest, grandest thing to teach that God ever made—a human being. I believe in drawing. I believe it is a greater language than writing, and that it was the foundation of human expression before writing existed. Children love to draw, and I believe there is no other more natural expression for them. Every child I ever knew was eager, yes, more than eager—could not be stopped from drawing. Parents encourage to the best of their ability their children's efforts until they attain a degree of skill equal to their own, until the skill shown is equal to their power to give encouraging criticism and guidance; then they stand by and make fun. The mind of a child is a sensitive thing, and withdraws within itself rather than be ridiculed. If one-tenth of the time was spent in encouraging and directing the artistic tendencies of children that is spent in compelling them to imitate a certain kind of letter or figure or kind of line, we would in a few years have pupils that could make far better pictures of given objects than the written names, and more intelligible. At the present day we have so far progressed that nine-tenths of our pupils can draw the appearance of a cylinder better than they can write its name, and it would be understood by every person in the world, no matter of what nationality. Everybody, even those who cannot read writing, can read a drawing. This language is neither English, German, French, nor Chinese. It is nearest of all to a universal language. I believe that the larger part of the training in this subject should take advantage of the perceptive power of mind so excessively active in a child. What can equal the observing or

\* Given at the Fourth Annual Meeting of the Western Drawing Teachers' Association.



perceiving quantity of a child's mind? There can be no question as to that, and our main efforts should be directed to sustaining this quantity and refining the quality. Children do not reason very much, but they observe a great deal, and it seems to me that the larger part of this work in drawing should be in observation, simple and direct, and directly from objects; simple, free, and unimitative work. One of our weakest points in our subject is that people have begun to think it is for show, and I am afraid that we allow them to think so too often; that we allow the pupils to think so, and that we even at times think so ourselves. We do not make or write words for mere show; we demand the idea. That is the main thing we look for and strive for. Surely the time has come when our work should rest proudly upon its own intrinsic merits as an educative feature in training the mind and soul of a child. I would lay more stress on that part of drawing which trains the eye to see and the hand to test the position and relation of actually observed objects, and less on that which makes slick drawings, drawings that please the pupils, the parents, and I am sorry to say, a great many teachers—drawing teachers and even supervisors. Above all things I would avoid freaks and imitations of things, as our principal, Mr. Bryan, says, "which never existed either in heaven or earth." Surely we are not trying to make artists of these children; that would be terrible. God knows the world is full enough of aspiring would-be artists now without early training. It is training we want, training to see—to see correctly and directly; to see where things are in relation to other things; to see enough to put things where they belong, even the simplest things. Drawing is nothing but putting things in the right place after all; and what use under heaven is a line if it is not in the right place? if it means nothing, expresses nothing? I have seen pupils spend a whole period in drawing a pretty ellipse, only to find in the end that it should have been placed two inches farther to the right. We are swallowed up in making slick, good-looking things, pretty things, that please the untrained eye. I never yet have had a child

to teach who could not make the kind of a line necessary and in any direction desired, with a few minutes' practice. But it takes years, years to learn to see—to see lines and planes that stand up; to see lines and planes that lie down; to see lines and planes that slant this way and that way; to see lines and planes that curve in or out, or up or down; to judge—to judge vertically, to judge horizontally; to judge height and width—yes, height and width, the greatest height and the greatest width, the least height and the least width, and every height and every width; to block in, to leave blocked in; to simplify, to simplify and block in; to make these two things mean the same, the very same; to train the pupils to see that there is a beauty of simplicity, and that such a thing as beauty of prettiness and imitation is false. To indicate all these things without making a false note is drawing, and good drawing. Teachers do not succeed in our public school drawing work because they teach something they do not know. Why do they not know it? I say, why do they not know it? Because they seek to teach prettiness rather than principles; because they seek for results rather than training; because they copy rather than lead to wholesome inquiry; because they hold a false standard of education over the pupils and praise the line, the kind of line, and not the eye that sees the line to know where it belongs. Keep our children free from the pretty side of this subject, the skin of the whole thing, and let them be led to see what is under the skin—the meat of our subject, and the bones on which the meat rests. Let them stretch out their arms and feel the horizontal bones and the vertical bones; to see through the ribs that lie as horizontal testing-bars across the great heart of the whole mighty movement. God would not have given us these great moving ribs if he had been ashamed of them. Cramp them as we will, bind them and break them, they are our salvation, the salvation of our life; and our greatest life means their greatest freedom and use. (So in our work, the cramping and non-use of horizontal and vertical tests leave nothing but the skin, a shapeless, uninteresting mass. In a few

words, I would lead the pupils to see by the use of the plumb-line and pencil measurements, from actual objects and casts, leaving all testing lines on the paper. I would discourage all finished work if it meant anything but greater training in observation and greater freedom in construction and testing. I would discourage all attempt on the pupils' part to make a line unless it meant a record of healthy testing and observation. I would have no bodies without bones, no heads without skulls. I would rather have bones without skin and skulls without hair.)

Drawing books let us have, the best drawing books, the best in the world, the very best to be found or made—mostly for their illustrations, and the best illustrations to be found—selected because they are truthful, simple, beautiful, and teachable; because they are truly beautiful; selected from the simplest expressions of the greatest minds; for only the greatest thoughts of the greatest men can be simple enough for a child. There are but few keynotes of life, and the artists who have created simple, straightforward ones are not any too many. In decoration let us teach the truly beautiful, selected from the most beautiful. Let us find out that which is beautiful, and lay our greatest stress on that; not Egyptian, not Greek, not Roman, not anything, unless we can truly say that the element of true beauty is present. I would prefer teaching the element of true beauty to examples of different styles for the sake of history. Let history take care of itself and repeat itself if it can; we will attend to our own repetition, and alternation as well. Mr. Perry, in his lectures here, spoke very often of the beautiful flow of line, and yet I am sure that not one in fifty understood what it was that Mr. Perry found in his illustrations over which to be so enthusiastic, aside from their pictorial value. If there is a line, pure and simple, over which to exclaim, why not get at it, show it, tell about it, and teach it? Is it ancient, mediæval, or modern? Did the old Greeks discover it? I believe they did, and I believe we have carried it around in our spinal columns ever since creation—on the fair cheeks of our daughters, the brows of our men, and the hearts of

our women. It eludes the circle, suggests the oval, and escapes the straight. It is like life and hope of heaven. Let us search history to find examples, cast them, print them, test them, dig to the bottom of nature to supply them, and lead our pupils in our teaching to love and appreciate them, and to suggest new and pleasing arrangements for them. Let every cast of pure, Greek-like beauty come forth and abide in our schoolrooms, to be observed by our pupils, drawn and blocked in and tested time and time again, until they feel the rhythm of its movements and its birthplace in nature. Were the Egyptians ashamed of the lotus or the Greeks of the honeysuckle? and shall we be ashamed of the golden sunflower, the morning-glory, or the orange blossom? What an eternity of thought the Egyptians got out of the lotus! and from everlasting to everlasting is the glory of the honeysuckle. Oh, what grand, what as yet untold and endless possibilities await a symbolic resurrection in our own beautiful Easter lily!

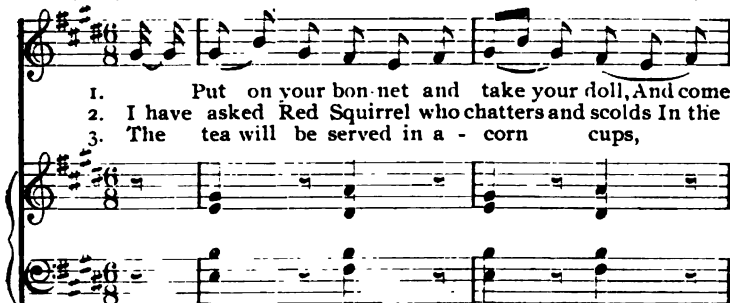
In construction I should be very careful to see that there was no confounding with representation, especially during the early period. It takes a maturer mind to form a concept of a thing than a percept; to understand what is true of a thing always, than what is true of a thing but once. I should try to select such things in construction as would not be likely to be selected for beauty alone, and have them directly related in subject and method to the constructive trades of life—architectural work, mechanics, carpentry, etc.

I am afraid I am taking too much of your valuable time, and will say in closing that I fear we are going too fast, are getting beyond our destination, like the old man on the train who was sick with rheumatism and asked two young men to help him off at the next station, that he was obliged to go down the steps backwards, and that the people all thought he wanted to get on the train and kept helping him on, so that he had not gotten off at all. The train of pretty popularity will kill us, helping us on when we should get off and strengthen our bones and get the rheumatism out of our knees. I thank you.

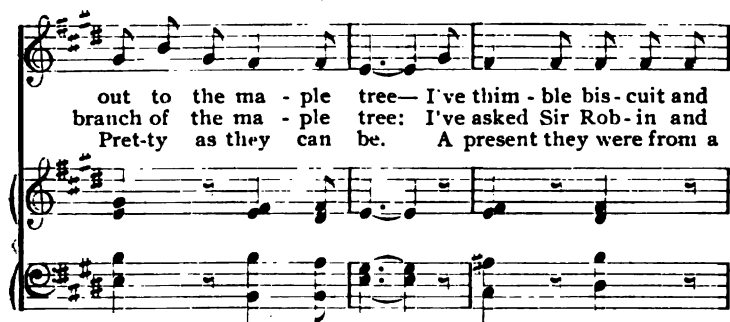
## AFTERNOON TEA.

MARY F. BUTTS.

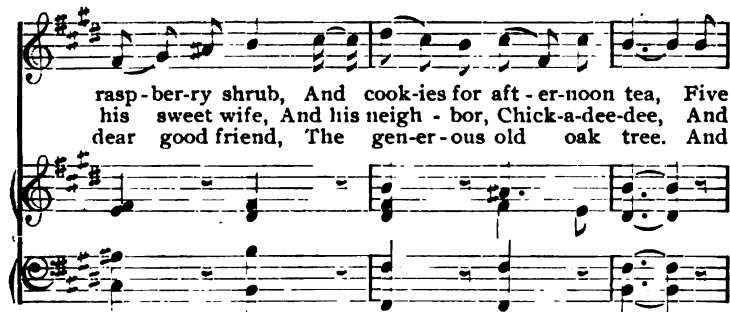
FANNY SNOW KNOWLTON.



1. Put on your bon-net and take your doll, And come  
 2. I have asked Red Squirrel who chatters and scolds In the  
 3. The tea will be served in a - corn cups,



out to the ma - ple tree— I've thim - ble bis - cuit and  
 branch of the ma - ple tree: I've asked Sir Rob - in and  
 Pret - ty as they can be. A present they were from a



rasp - ber - ry shrub, And cook - ies for aft - er - noon tea, Five  
 his sweet wife, And his neigh - bor, Chick - a - dee - dee, And  
 dear good friend, The gen - er - ous old oak tree. And

# AFTERNOON TEA. Concluded.

guests are in - vit - ed, I think they make A  
old Mis - ter Crow in his black dress suit To  
there are love - ly saucers to match My

This system contains the first three staves of music. The top staff is the vocal melody, the middle staff is the piano accompaniment, and the bottom staff is the bass line. The key signature has two sharps (F# and C#), and the time signature is 4/4.

charm-ing com - pa - ny.  
come to my aft-er-noon tea.  
cups of aft er-noon tea.

This system contains the next three staves of music, continuing the vocal melody and piano accompaniment from the first system.

1st and 2d verses. 3d verse.

This system contains the final three staves of music. It includes a repeat sign for the first two verses and a separate section for the third verse. The key signature and time signature remain consistent with the previous systems.

## HOW TO INCREASE THE ATTRACTIVENESS AND EDUCATIVE POWER OF THE PUPIL'S SCHOOL ENVIRONMENTS. \*

WM. ORDWAY PARTRIDGE.

**C**HILDREN, like plants, have their inborn possibilities for good. The plant trainer knows that the ability to produce a luscious cherry or a beautiful rose is beyond his endeavors. His part is to supply suitable conditions for a complete development. He coöperates with the plant. So with child training, we should avoid antagonism and secure the coöperation of the child. "Like the nurseryman, we must work with—not upon."

In the death of Henry Drummond we realize that the world has lost a great scientific leader, and the ablest expounder of true religion that the nineteenth century has produced. There are few, however, as yet, who have estimated his true worth as an educator. He was indeed a consummate educator, and the germ of all his ideas may be found in the following paragraph: "No matter what its possibilities may be, no matter what seeds of thought or virtue, what germs of genius or of art lie latent in its breast, until the appropriate environment presents itself, the correspondence is denied, the development discouraged, the most splendid possibilities of life remain unrealized, and thought and virtue, genius and art, are dead." All that can be said on the subject of art education for the child in the public schools is summed up in these few words: "Until the appropriate environment presents itself, the correspondence is denied;" that is to say, that it is useless to attempt to produce an artist or a lover of art from the public or private schools under the old system of bare walls and processes that produce only weariness. It would be as reasonable to

\* Given at the Fourth Annual Meeting of the Western Drawing Teachers' Association.

attempt to grow a jacqueminot rose at the North Pole. John Ward Stimson, the director of the Artist Artisans' school in New York, writes me as follows: "The power of the speculator and machine is nowhere more frightfully felt, and in no spot is the 'massacre of the innocent' being more brutally enacted; but the aroused indignation against the 'machine' in politics may reach the same in education, unless, as is so often the case, the hypocrite and pharisee assume the name of reform without the power thereof, for the mere cunning there is in the '*blind*,' and the plunder there is in the *pretense*. Until a vital and organic spirit enters national life itself—for 'life' rather than semblance of it, for liberty rather than the name of it, for knowledge rather than the pose of it, for the spirit and principles of beauty revived and reapplied to daily life and labor (instead of the empty affectation, the borrowing of alien plumes, the mechanical teaching in public and professional schools, or mimicry and mannerisms for the mere speculation on ignorance, instead of the saving of hungry souls, the development of immortal faculties)—we will have no essential or national art." He goes on further: "For fifteen years I have fought this fight relentlessly, bitterly; for it is the enslaving of the whole *white* race (instead of the handful of blacks) that is at stake." These are bold words, but true ones. Here is a veritable liberator, a Garrison in art.

I shall deal only in a cursory way with the actual systems of education in the schools. I think too much is made of the systems of education and too little of the surroundings. Edward Everett Hale has well said that drawing is only another kind of writing, and if we make use of one system rather than another it is of no great moment as long as we learn to *write*. Of course there is a choice, and we should have the best, and that which keeps closest to nature. Whatever it be, it should interest the child and quicken his imagination. It should deal with flowers and leaves and the forms he sees about him, and the combinations of such forms. It should teach him to observe, and he should be required to supplement the instruction given in the school-



room with work outside, bringing to the teacher fresh examples from his own experience and surrounding, whatever they may be. The essential thing is to give him something to say in color, form, or tone. Great care should be taken not to hamper or fatigue the child with useless rules. Before entering the schoolroom and dealing with its surroundings, it would seem appropriate to suggest that the architecture of the buildings themselves should be simple and in good taste. A playground is indispensable, even if the city be required to condemn some tenement to make room for it. The building should be suited to its needs; reasonableness is the first thing to be looked to. Let not the tower-and-turret craze interfere with the simplicity of the construction. Wherever there is a view of anything green let the architect make the most of it.

Let us return to Drummond and his thought of *environment*, which he insists upon more gently but no less forcibly. My especial province today is to deal with the surroundings of the child in the schools, not so much with the books or the systems which he studies. I stand out for that order of environment without which no true art can exist. There are many short-sighted people who believe we are harping too much on art education. I take it, however, that the teachers gathered here have come to realize that this world without art would be a dreary plain, and the progress of mankind would be like the crab's—backward! William Morris speaks truly of art education when he says: "What I want to do is to put before you a cause for which to strive. That cause is the democracy of art, the ennobling of daily and common work, which will one day put hope and pleasure in the place of fear and pain as the forces which move men to labor and keep the world a-going." I take it, then, that those present have come to look upon art not as a mere accomplishment, but as an *essential*; as a serious pursuit, not a subject for the afternoon tea. The needs of the body are carefully ministered to in this day by the men of science, but on every side the need is felt for that order of man who will minister to the needs of the spirit. It is an age of deli-

catessen, and we must stand out for the plain living and high thinking that alone produce sturdy, rounded life.

One may say that there are *three* great schools of art through which man passes on his journey from the cradle to the grave. The first is the household, and the influence here is more potent than any other that is brought to bear upon us in after life. Therefore it behooves us to so educate these children that, in their turn, they may make beautiful homes. The surroundings of the home, the first impressions received, are never effaced. You will remember in "Dombey and Son," when little Paul is dying, and visions of the heavenly country break through the shadows, the child likens the face which fills his growing consciousness to the face he has seen upon the stair in the schoolhouse. "Tell them it is like the face upon the stairs, only more divine." What one of us is there but must remember the faces and forms that have surrounded him in childhood? Is it a saintly mother, or a fair-haired little sister? Perhaps it is some tragic picture of a brutal parent, or an unpleasant face hung up before the eye until it became a part of us. Science teaches us that we become largely the things which surround us. A few, it is true, dominate their environment, but the major part is dominated by it. I have no time to dwell longer upon the home surroundings. One might easily write a book upon this first art school through which the child passes.

Let us take up the second school of art, which is the one we have come together to talk over here. We stand at the door of the schoolhouse and welcome the children at the threshold. They put their hands trustingly in ours, and their eyes and hearts are full of loving possibilities and, if we understand them aright, of obedience. For what is disobedience in a child, but a criticism upon a teacher who has not touched his interest or imagination? I have never yet found a child whom you could not interest in some form of art, and who could not in turn interest and instruct the teacher. But to learn and teach we must look upon every child as an original, not a replica. It may be a very simple

form of art which interests him at first—the making of men who have triangles for bodies, and loops for heads, and matches for limbs. But these are the beginning of art, and in the childhood of the race the Indian satisfied and explained himself in this simple way.

I fancy that more than one in this audience have already set me aside in their minds as an unpractical dreamer. There is no time in this paper to discuss the commercial value of art, and the economic reasons for teaching it in the schools. It would not be difficult to follow a piece of marble from the quarry to its pedestal in the city square, and show you how beauty makes a dull, senseless stone of more value than its weight in gold. I could show you how one of your children might take a bit of wood from the fireside, and with a little art training so embellish it that he might obtain sufficient money for it to support a widowed mother or pay the way to further instruction, and would need only the tools that are in every household or may be had for a shilling.

We meet these children on the threshold, and the first question that suggests itself to the conscientious teacher must be: "How are we to round out these little lives so that they will get the most out of the world they live in, the best out of this life?" Plainly this is our first duty. Then comes our second and more selfish purpose—namely, to develop each little unit so that we may get the most out of it. We have then to deal with two questions in this second school of art through which the child and youth passes. He now crosses the threshold of the schoolroom and is inside. His eye should rest upon some harmonious, pleasing color, some tone in the background and walls of the room that will not irritate the retina of the eye or jar upon the natural sense of the beautiful—the instinct with which every child is endowed. I say *every* child, for I have never heard of one who could not in some dim, unconscious way distinguish between the beautiful and ugly. Indeed, if it were not so he would be little better than the animal whose eyesight enables it to procure its sustenance only.

Let us have the schoolrooms colored with some soft

shade of green, gray, or terra cotta. These colors are pleasing to the eye, and furnish a background for the works of art we may wish to place there. Science teaches us that glaring red and yellow and white (which is the prevailing tone of most schoolrooms) affect unpleasantly, first the eye, then the brain, then the whole nature. Many a bad temper has come from living constantly in a room of distressing color. Having found, then, for our schoolroom some soft, pleasing tone which will rest the eye and sense, let us see how we can best furnish the room, remembering that whatever we place there is to become a part of the child and his life, to determine in some measure his character and usefulness.

We cannot afford original paintings, so we must purchase the large photographs or excellent reproductions which Mr. Prang has placed within the scope of the most limited treasury. There are many. Let us take the first ones at hand, the Sistine Madonna by Raphael, and the Immaculate Conception by Murillo, and a few casts of children's heads and beautiful faces by Lucca della Robbia and the masters of the Renaissance. I have chosen mothers and children for the beginners, because a child stands nearest to a child, unless it be to the mother. These mothers and children, many of them, are not doing anything; but let no American object to them on that score. We must teach the children that in being beautiful and good there is something as important as in action. As Schiller puts it, "Noble natures pay by what they are." So in looking on these sweet and holy faces one great lesson will be learned—unconsciously of course, and for that all the better. Take, for instance, the picture by Raphael in the Tribune at Florence, called the Cardilino—the mother with the child Jesus by her knee and the little St. John close at hand, the child stroking a cardinal bird. Enough stories might be told the children about this picture to interest them for hours. There are a thousand examples to select from. I would suggest that only such pictures be chosen as the people have termed great. One must not depend too much on the opinion of the con-

noisseur, the expert, or the artist. Method enters too much into their choice.

The faces of these children and the mothers will in time become part and parcel of the child that beholds them; he will form his tastes from them, so will he compare all faces in after life with these originals. It is as true of the opposite or the ugly, as it is of the beautiful. If we place before the children reproductions of the work of a Hogarth or Doré's *Inferno*, these faces must become part and parcel of the child.

The children, then, we have met at the threshold with pleasing surroundings, and they are ready now to listen to what we have to tell them of the shape of the earth, and how much two and two make, and where London is situated, and all other facts which are important, but secondary to the formation of character. We have begun the most important part of the child's education in making him lovable and fit to live in harmony with his fellows. We have furnished what Drummond fitly terms the appropriate environment, and the correspondence cannot be denied to them. By making our schoolrooms beautiful, the shades of the "prison house" so distressing to the poet will not close upon the growing child, but with the imagination quickened, and the ambition stimulated by looking up the works of the great masters, this life will grow more and more to him as he goes on.

Now we may pass on to the older children in the higher grades. Keeping our schoolrooms in the same pleasing colors, we now appeal to larger interests, and may place about the room reproductions of the Greek sculptors, a head of the Mercury by Praxiteles, the Sophocles, fragments of the Parthenon frieze, in fact almost any cast that may be accessible from the best Greek periods; then, too, some of the best examples of the Renaissance sculpture—the Moses by Michael Angelo, instilling its lesson of courage, faith, and conviction. Any well-ordered museum will furnish abundant examples to choose from, and such casts can be had in any large city. The best-appointed shop I know

of is that of Caproni & Bros., Boston. One may have reproductions of the great cathedrals of Europe, the Roman Forum, the Coliseum—in fact, the catalogue can hardly be exhausted. Great care must be taken, however, that only the best examples are chosen, and such examples as will appeal closest to the age of the child. I could swell this catalogue to any extent, but perhaps I have mentioned a sufficient number by way of suggestion. I have dealt with the schoolroom and its furnishings, and endeavored to show the relation of such furnishing to the mind of the child; for what was once considered the abstraction of the poet—namely, that man is changed into the image of that which he looks upon—science, as I have before said, has demonstrated to be true. And if we wish our children to have beautiful faces and lead beautiful lives, we must place before them only what is noble, lovely, and inspiring. This order of art education will do much for the lower classes. It will not only tend to uplift them by presenting to their imaginations high ideals, but it will give the tradespeople an idea of beauty and grace which very few possess at this moment. Once let them know that these bread-winning trades are capable of being developed along æsthetic lines, and you have opened out to them new worlds. We must convince the people through the education of their children that art is not a luxury for the idle and rich alone, but that it is an intensely practical thing, something that is to widen their horizon and affect very greatly their social well-being. It will not be difficult to enlist the practical sympathy of the Anglo-Saxon when you show him that by bringing a little artistic training and taste to the commonest product of labor, you enhance its money value many times.

In the city of Paris all the children are taught to draw, and in Belgium a royal decree has placed art education on a basis where the whole people are to be instructed. An immense revenue will be saved to this country when our children have been so trained that they can produce beautiful orders of work which we have now to import from Europe. By such surroundings as are suggested in this paper,

in the schoolroom, the teacher will get out of the children not only more work but a better kind of work.

First of all the child drinks in his surroundings and is formed by them all unconsciously. But as we progress he becomes more and more conscious, and he passes on to the third great school of art, which is the world in which he is to live, and move, and have his being. His taste for beauty has been carefully drawn out, and the desire to be beautiful in his life is a natural one. He wishes to live in harmony with his fellow men, and to do what is right, and he has gotten out of his school life something a thousand times more vital than geography or arithmetic. He has learned how to live—half the battle of life!

The object of this education is not to make *artists*, but to make *men*. In these days we have need of this order of education, for a strange paralysis has fallen upon the times. It would seem as if we were wandering farther and farther from that naïve simplicity and faith which make the child's heart the kingdom of heaven. As long as our ancestors had forces of physical nature to struggle against, so long their lives were simple, straightforward, and honest. It was then we produced a race of intellectual and moral giants like Washington, Hamilton, and their contemporaries. Life had a tremendous purpose. In fact, any life with a serious purpose is made simple thereby. But it is now we have come to the dangerous period of our existence. It is now that we must develop in the children those faculties and desires which make for spiritual rather than material possession.

The object of this new education is not to make artists, I repeat, but rounded, cultured, intelligent men and women—*whole men*, not the façades of men and women such as are made in the toy shops for playthings. I once gave such a plaything to a child, and glancing at it, the little fellow said at once, "This man has not enough wideness." Good philosophy this. We are to produce *wide* men. In this third great school of art, which is the city street and the society we see from day to day, there is as much need of care in

the surroundings as in the well-ordered schoolrooms we have described. There are many children who never see the inside of a schoolroom, and the only education they have is picked up on the sidewalk. It would be unfair to these little sparrows if we did not take some thought of their surroundings. Our municipal authorities are now discussing the business of cleaning the streets. Let us look to it that they take out the dirt and waste that affront the æsthetic and moral sense, as well as the other rubbish. Let us attack the indecent and aggressive posters stuck up on every side, and which fasten themselves indelibly upon the child's memory. Many of these posters are far worse than the nude figures concerning which there is such a hue and cry raised today. In fact, the chaste, nude figures of the Greeks may be put before children without the slightest impropriety. I believe the nude form in its perfection to be the most holy thing in God's universe, and the time is not far distant when we shall teach our children so; for all our clothing, we are neither as chaste, open-minded, nor cultured as the Greeks, to whom the nude was always present. We teach a healthful mind in a healthful body. How are we to know what a healthful body is unless we see one? A truly healthful body is a beautiful body, just as a healthful mind is a well-ordered mind.

Then let us do away with the half-dressed pictures that advertise dramatic performances and clothing warehouses; do away with everything that is suggestive of what we have taught our children is improper. Let us be open minded and fair minded, and let no false prudery deter us from looking at the right and wrong of this question. It is an abomination that this city and any city permits its shopkeepers to hang in their windows papers like the *Police Gazette*, filling the mind of child and man with unchaste thoughts. No system of education is complete that does not comprehend the education of all children. Those that grow up on the steps of the liquor saloon and in the gutter have most need of it. If we cannot force them into the schools, we can at least see that they have not to look upon



unholy pictures in the streets. On the other hand, there are certain shops, such as the art stores and the bookstores, that do a great work in education. All these things will come about naturally when we shall have turned out our first complement of carefully trained children.

The children on their way to, and coming from, the schoolhouse will soon notice that the great, tall buildings that overshadow and bully the smaller dwellings are not in harmony with the ideas they have seen depicted on the walls of their schoolroom, and what the teacher has told them of the relation of one dwelling to another; they will soon recognize that the buildings which surround them are less beautiful than those of Europe, and they will go to work in their own way to do something better. A modern poet has written:

"The poem hangs on the berry bush,  
When comes the poet's eye,  
And the whole street is one masquerade  
When Shakespeare passes by."

This might have been true of Stratford-on-Avon in Shakespeare's time, and the old town is still most lovely to look upon; it might have been true of the London of Shakespeare's day, but I believe there is not a poet living who can make much beauty out of the waste of brick and mortar, and the human waste, which confronts one in the London of today. Wordsworth, it is true, found Westminster bridge beautiful in the early morning, but the beauty was a borrowed one. When I approach any one of our great cities, I do so with a sinking heart and a wonder that anything good or beautiful can come out of such a smoky, disordered chaos of brick and granite.

A proper regard to art education will make our cities over—make them clean and sweet and fit to dwell in, not, as now, dirty, dingy, and in no sense beautiful.

To return to the schoolroom—for I find myself wandering, the subject alluring me into many a bypath—we must be careful lest the children imbibe an idea that these great arts which they are taught about, and the examples of which

are before them, are all-sufficient for the present. They must be told steadily that we are to produce an art second to no other, and in fact something that shall in a way be more than any art that has ever been evolved. As Tennyson puts it, "We are the heirs of all the ages," and it would be strange if we could not take this precious heritage and strike some grander note than man has yet listened to. We must never let our pupils believe that the last word has been uttered. Great harm has been done to our youth by this order of instruction—men who have buried their heads like the ostrich, in the sands of time, exclaiming, There is no art after Titian! The great examples of the past are furnished to quicken and inspire the present moment. We may show our pupils that Greek art can never be repeated. As Lowell puts it happily, A miracle cannot be encored. But new miracles are forever possible. All attempts to imitate the arts of other peoples end in disaster. Witness the attempts of our early sculptors to reproduce Greek art, which gave rise to the unfeeling, inane, pseudo-Greek school.

Greek art was supremely great, and if we are to have an art which shall be a parallel to it, it must be along lines of our own living, with a thorough knowledge of the conditions, climate, and environment which make for or against great art. We must not try to reproduce Greek art or Egyptian art, or, as many men are now attempting, the art of France. Cypress tried that in her day and failed. She borrowed her art ideas from Egypt on the one hand and Greece on the other, and produced a hybrid which has found no place in æsthetic history. Each flower and tree is beautiful after its kind, and so it is with the arts of the different peoples of the globe. Art cannot be borrowed. It must be owned. Phillips Brooks has put this fact in a most sententious way in one of his sermons on influence: "The old distinctions of useful and useless knowledge will not hold. The responsibility of each man for the working of his intellect must be acknowledged. The whole thought of art must be enlarged and mellowed until it develops a relation to the spiritual and moral natures as well as to the senses of mankind.

It will lack perhaps the purity and simplicity which have belonged to the idea of art in the classic and un-Christian times, but it will become more and more a part of the general culture of human life. This is the change which has come between the Venus of Melos and the Moses of Michael Angelo; between the Idyls of Theocritus and the best modern novel. Mere simplicity of method and effect has given place to harmony of effect; littleness to largeness, fastidiousness to sympathy."

The Greek little dreamed of the study of character as we moderns pursue it. He was taken up with his gods and goddesses, living a beautiful but unfeeling life in their clear empyrean. A modern poet strikes the right note when he says: "He who feels contempt for any living thing hath faculties that he hath never used; and thought with him is in its infancy." Any education that engenders a contempt for the efforts our art lovers are making to embody the ideals of this people in permanent and symbolic forms, is a system unworthy of any consideration. Greece found her supreme glory in the art of sculpture, and it will not be difficult for a pupil to understand, as he looks upon the Venus of Melos or the Sophocles, that only nations who have had noble ideas have produced sculptors to embody them. So another great lesson of *living well* is learned in a most natural way. The inhabitants of Tyre and Sidon cared only for possession, and nothing remains of their great commercial centers but a name on a map of the ancient world. No artist arose to hand their ideals down to posterity, because they had no ideals worthy of perpetuating. What fascination such thoughts lend to the dull facts of history! Education takes on a new and charming dress. Let us, then, not be imprisoned by the past, but inspired by it. We are here today to deal with the present tense—Now, now, now! a word more important than the high-sounding Latin mottoes which we are wont to place about our escutcheons.

## MARY—A PSYCHOLOGICAL SKETCH.

JUSTINE STERNS.

**I**F only the visitors at a kindergarten could see the growth in this spiritual garden, which, to the kindergartener, is often as apparent as the week's growth of a springing plant!

This is the tale of a small Italian lassie in a slum kindergarten, and how she grew: Mary was five when she came, chronically hungry and dirty, and selfish—oh, so selfish! Possession for possession's sake was her rule of conduct, "What's yours is mine, what's mine's my own," her motto, and grabbing her occupation. She grabbed anything, everything—not necessarily to use—much oftener just to hold tight. She not only wanted to possess everything, she wanted to do everything. Whenever any play was begun on the circle, there was straightway a wail from Mary—"Teach', I want make! Teach', I want *make!*" And she had the most phenomenal power of sustained weeping ever possessed by mortal child. She had evidently been brought up to rule by tears, by her ease-loving Italian relatives, who doubtless gave her what she wanted, to stop the crying which annoyed them, and which they could stop no other way. She had, beside, a wealth of affection, which she knew no way to express except by bear-like hugs as high up as she could reach, and kisses and patings lavished on the hands of the kindergartners, between storms.

For six long months Mary was the champion problem of the kindergarten. At first it was necessary to make sure that hunger was not the root of her unlovely ways. Feeding her never reformed her, however. After a few months she seemed to be properly fed at home. She really needed more opportunity for expression of all kinds than the average child, she was so full of vitality that had never had normal opportunities for expression. But nothing short of

everything satisfied her. Day after day she had to be carried from the morning circle, sometimes more than once, because her wails rent the air. Day after day there were tempests at the table, by her and by the children she abused.

Day after day the kindergartners strove to have Froebel's great "third something, which is the *right*, the *best*," to which they were "equally subject, rule invisibly" between them and Mary, while they patiently taught her cause and effect, over and over and over in a hundred ways.

She believed in chance, did Mary; that crying very long and very hard would probably get her what she wanted, though it might not. She could not seem to see that when she screamed she was always taken from the circle, away from what she wanted to do or have.

All the time she was given what she wanted as much as was possible without injustice to the other children, or the injustice to herself of yielding to her wilfulness; and all the time she was led to do things for others, that she might forget herself if only for a moment at a time. Still it was impossible to say that she was less selfish or unreasonable.

In the last month of the six the kindergartner at the table bethought herself of the fundamental principle that serving brings loving, and loving is unselfish—and made it concrete for Mary. She racked her brains for helpful things that Mary could do. Most of all, when she began to express selfishness she promptly set her to doing something for some one. If there was nothing else there was a note to the director of the kindergarten lying in wait for Mary, in her belt—a note which said, "Mary needs to serve. Can you give her something to do?" Then she restored what Mary had snatched away, or consoled the slapped child.

It was almost the real Easter time when Easter came to Mary—her very own Easter.

When they first noticed that she was changed she stood on the circle leaning forward with her lips parted in a smile, her usually pale cheeks pink with excitement and her eyes shining, watching the children play "Old Mother Hen." For the first time that any of the kindergartners had ever

seen, she had wholly forgotten herself in watching the pleasure of others. Then, with a miracle-like suddenness that one held one's breath to see, she grew gentle and loving and reasonable and happy, apparently from that moment; not perfect, of course, but truly another child from the Mary of the week before.

It was like the butterfly bursting its chrysalis—all those months when the kindergartners could not even feel that they were doing right because they saw no growth, and then the wonder of hidden growth made visible! It was like the seed that patiently climbs to the surface before we see the leaves which prove to us that it has been growing. The change was permanent for the short time that Mary remained in kindergarten. A prolonged attack of measles a week or two after vacation took her out of the kindergarten atmosphere.

Next year she will come back and grow strong and beautiful in this "soul garden."

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THERE'S an eager little maiden  
Hunting mignonette  
In the garden half the summer;  
Never found it yet.  
She had sniffed at every dahlia  
For that wondrous sweet,  
Mignonette the while a-trampling  
'Neath her little feet;  
For of course such royal fragrance  
Owns a royal flower.  
So she shakes the tiger lilies,  
Bends the tulips lower.  
Do not fret, my little maiden;  
Wait a little yet,  
And the world will teach you wisdom,  
Hunting mignonette.

—*Mary E. Wilkins.*

## THE STORY OF AN UMBRELLA.

OLIVE NORTON.

(This story is a real one of what happened in a kindergarten away out in Washington.)

**Y**OU must know that this kindergarten has a beautiful room in one of the public school buildings out on the edge of the city, with thick woods all about it.

One day a dear little girl—Amelia—brought a friend with her to the kindergarten. The little friend's name was Julia. Julia had had a birthday a few days before, and was five years old. Then her mamma had said: "Now, Julia, I think you are old enough to go to kindergarten."

Amelia had told Julia what nice times they had at the kindergarten, and she was very anxious to go; but when she saw so many new faces she was a little frightened, for she had never been away from home before. However, she marched with the other children, holding tightly to Miss Edith's dress. I think she enjoyed the morning, though she simply watched the others work and play, and gradually became familiar with all the strange, new things.

At last it was time to sing Good-bye. Miss Emma and Miss Edith brought the cloaks and bonnets, and all the children were snugly wrapped up, for the wind was blowing hard. When everyone was ready to march on the circle, Miss Edith said, "Why, here is an umbrella; I wonder whose it is!"

Now this umbrella was a very large one, made of good strong cloth. I think it must have said to itself many times: "I wish I had a silk cover and a Dresden handle, like some of those umbrellas in the store I came from. I'm not at all pretty, and I am so large!"

The umbrella belonged to Julia's mamma, and when she saw how dark the clouds were she had given it to Julia to take to the kindergarten.

When Miss Edith said, "Whose umbrella is this?" no

one said anything at all. But presently Miss Emma said: "Why, perhaps it belongs to Julia, the little new girl;" and sure enough, when we gave it to her she just hugged it, she was so glad. You see she was too timid and shy to say it was hers before.

The children marched merrily away, Amelia and Julia together. When they were almost home, Amelia left the little friend and ran to her house. Julia's house was just a little way off, but you see she had never been alone before and did not know exactly the way to go. So she went the wrong way, and kept going farther and farther from home. She grew very, very tired and frightened too, but still she kept bravely on, but all the time going farther and farther away in the woods. Presently it began to rain, and she put up her big umbrella. She walked on and on until she was so tired she could go no farther; and she sat down on the ground beneath some friendly bushes. The bushes helped to keep the umbrella up and made a nice little house, where Julia soon went fast asleep.

Now the umbrella must have thought, "Poor little girl! there is no one to take care of her but me, and I will do my very best to keep her dry."

All that night it rained and the wind blew, but the bushes helped the umbrella to keep Julia snug and dry.

The day came and the little girl awoke. She was very, very hungry, and so cold she could not move. Such a long, long day passed! It still rained hard. Night came again and she thought of her snug little bed, her mamma, papa, and baby sister, and wondered if her papa would not soon find her.

Now Mr. Wind wanted to help this little girl, too; so he said: "I'll just blow off her red cap and some one will find it, and then they will know where to look for her." So he blew hard and carried the cap to a road, where a man who was handling some logs found it. This man carried it home, and when he heard about the little girl who was lost, he went back to the place with other men, and near by found little Julia still sheltered by the faithful umbrella.



They carried her home, and you can guess how glad her mamma was to see her, and how we all love that kind umbrella, even though it is big and clumsy.

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## BOATING SONG.

**R**OW away, row away  
Through the mellow summer day!  
All in trim, lightly skim  
O'er the waters blue.  
Cloudlets shy wander by;  
We are sailing on the sky!  
Mid the gleam of the stream  
Shine the heavens through.

Lightly dip! Brightly dip!  
O'er the waters feathered slip!  
All in time, tune, and rhyme  
Fly the merry oars.  
Down the hills shine the rills  
In a thousand rippling trills;  
Misty green—blue between—  
Crowns the flying shores.

Blithely sing on the wing,  
While the spray we backward fling!  
Diamonds bright, gleaming light,  
Jewel all our way.  
Lightly sail! Freely sail!  
Follows us a silver trail,  
Growing wide as we glide  
All the golden day.

—*Mildred McNeal, in "Munsey's."*

## MOTHER-PLAY BOOK STUDY QUESTIONS.\*

### THIRD SERIES. I.

SUSAN E. BLOW.

#### *The Lesson of the Happy Brothers and Sisters.*

996. What manifestation of the child gives the point of departure for this song? (Commentary, paragraph 5.)

997. How does Froebel explain this manifestation? (Commentary, paragraphs 6-8.)

998. What do you know of the origin of gesture? (See Tyler's Anthropology, Chapter IV, particularly pages 120-124.)

999. To what class of gestures does the folding of the hands belong?

1000. Will you study, summarize, and criticise Chapter VIII of Professor Baldwin's "Mental Development," entitled "The Origin of Motor Attitudes and Expressions"?

1001. Please read Chapter XXV in Professor James' "Larger Psychology," and discuss his theory of the emotions.

1002. Please read in Ladd's "Elements of Physiological Psychology," Chapter IX, on "Feelings and Motions," and make a restatement of its principal points.

1003. As the result of these studies, at what conclusion do you arrive with regard to the relationship between feeling and its bodily expressions?

1004. Give any practical illustrations from your own experience of the reaction of attitudes, movements, and gestures upon feeling.

1005. If a child has a passionate temper, and has fallen into the habit of clenching his fists and hitting, do you believe that restraining these actions will modify his feeling?

1006. If a child pouts, sulks, whines, do you think these acts will recoil upon his general state of feeling?

\*Contributors to this department are requested to write each question in full with its number, followed by the answer. Also to place name and address at the top of each page of manuscript, the same to be carefully numbered. Also to fold the manuscript for mailing, instead of rolling it.—EDITOR.

1007. Will the reaction of restless movements tend to develop a restless character?

1008. May you judge of the individual children in your kindergarten by their characteristic attitudes, gestures, and facial expression?

1009. Will you give any observation you may have made on these points? Describe attitudes and expressions showing joy, affection, poise, collectedness; fear, terror, anger, coarseness, etc.

1010. What does Goethe say in the "Pedagogic Province" about the influence of gesture?

1011. Does his point of view correspond with Froebel's?

1012. If you observe your children carefully, may you not learn from their attitudes and expressions whether they can be benefited by specific kinds of exercise?

1013. May some of your failures to influence children be due to the fact that you do not sufficiently observe their state of mind?

1014. Do you not sometimes make too rapid transitions from exercises requiring one attitude of mind to those requiring a very different attitude?

1015. Have you considered this point in making your daily division of time?

1016. If you have been successful in the alternation of exercises, will you describe your plan and explain why you think it has been successful?

1017. When an engine is going at full speed, what is necessary in order to make a safe stop, or to reverse its direction?

1018. How would you like it, if, when your whole mind was eagerly intent upon some subject, you were suddenly forced to do something quite different?

1019. Is there danger in the kindergarten of over-stimulating the children?

1020. What are the signs of over-stimulus?

1021. Reverting to the special gesture which forms the point of departure for one song, what does Froebel say it indicates?

1022. What is inner collectedness?

1023. Does Froebel refer to this collectedness in any other of his Commentaries?

1024. Should you not think that to help the child conquer this poise was one of Froebel's chief aims?

1025. What childish faults attack collectedness?

1026. What faults of grown people make it impossible?

1027. Can there be any spiritual life without collectedness? Why not?

1028. What does Froebel say in his Commentary, of the development of spiritual life?

1029. Might you define collectedness as *wholeness* of life, in opposition to the fragmentary, transient, and detached episodes of life?

1030. Should we live in the episode or in the whole?

1031. Name any ways in which you may help the child to live in the whole?

1032. May we live in a *whole* of feeling before we consciously attain wholeness of thought?

1033. Is the presence of the whole in feeling what we really mean by religion?

1034. Was Froebel's supreme educational aim to make the child truly religious?

1035. What does he say in the "Education of Man" on this point? (Pages 21-27, 140-151, Hailmann's translation.)

1036. What does he say in his "Mottoes and Commentaries," pages 167-169, 188-269, 271-275?

1037. Describe in detail what you can do to nurture the spiritual life of a baby one year old; of children two, three, and four years old.

1038. What dangers are incident to such gestures as folded hands, bowed heads, bended knees, uplifted eyes, etc.?

1039. In view of these dangers, should you recommend discarding these gestures? Give reasons for your opinion.

1040. What would seem to be Froebel's opinion?

1041. Have you ever seen a child spontaneously assume a quiet attitude and fold its hands?

1042. What should such an action tell you?

1043. When might you safely ask a child to assume this attitude?

1044. Should you think "Happy Brothers and Sisters" a song to be used in the kindergarten? If so, why? if not, why not?

1045. Do you find any relationship between this game and those which precede and follow it?

1046. What is sleep?

1047. What is its significance?

1048. How do you explain the many statements in the Bible that God appeared to men in sleep?

1049. How do you interpret the dream of Agamemnon in the "Iliad"?

1050. Why do you think Dante so often describes himself as making progress in his sleep?

1051. Do you think the soul ever makes unconscious sallies into new realms of truth?

1052. Do you suppose the spiritual impetus for such sallies is given by the sum total of your previous experience?

1053. May Froebel be hinting in this song that as a result of the experiences outlined in previous songs, the child now begins to have a prescient sense of his union with God?

1054. Can the conscious soul ever rest in an unconscious unity?

1055. Are the first steps toward making this unity conscious, taken in the "Children on the Tower"?

1056. What does Carlyle say of the influence of a devout mother, in "Sartor Resartus," Book II, Chapter II?

1057. Must your first effort be to nourish in yourself that spiritual life which you must possess to communicate?

1058. Is the limit of possession always the limit of power?

#### ANSWERS TO QUESTIONS.

(From Constance Mackenzie Durham, Philadelphia.)

952. What do you think of the maxim, "Honesty is the best policy"?  
Truth of life consists primarily in a harmony of adjustment between feeling and thought on the one side, and deed upon the other, upon the basis of the Everlasting Truth. In other words, he lives aright whose act is a true reflex of his thought and feeling, which in their turn mirror

God. When a man takes it as his principle that "Honesty is the best policy," he is not truly an honest man. He is just in his life-relations for the reason that justice will bring him advantage. He is honest for the sake of the advantage, not for the sake of honesty. His feeling and thought, which center upon himself, are out of harmony with his act, which seems to center upon his fellows. Goodness in one of its forms has been destroyed in its essence by being subordinated as a *means* to a material end. Should the expedient man be confronted by conditions under which dishonesty would better serve his purpose, he could, with entire consistency with his principle, deal unjustly; for his principle distinctly sets forth the doctrine that "The end justifies the means."

953. What do you think of such expressions as "Look out for number one," and "It doesn't pay"?

The spirit of advancing civilization bears with an ever-increasing altruistic tendency, which, starting from one's immediate circle, personally known and loved, finally reaches out sympathetically to all existence. To this spirit the world is all "Greek"; the "barbarian" class is eliminated. Such expressions as "Look out for number one," and "It doesn't pay," reveal a spirit the direct antithesis of that represented in the developing sense of a universal brotherhood. In them self is the supreme consideration, and action is based upon material good accruing to that self. "Look out for number one" indicates a lack of power to estimate relative values. One petty individuality outmeasures all other individualities and pushes them to the wall. In the expression "It doesn't pay," action is measured by a falsified rule—"What can I get?" instead of "What can I be?"

954. Do these expressions indicate any defect in our national character?

All three of the expressions quoted above indicate, directly and indirectly, the American passion for money-getting. The embodiment of this national trait is perhaps most clearly shown on a large scale in the monopolies, trusts, and "corners" in the necessities of life, by which the few coin great fortunes upon the pressing need of the many.

955. Can you suggest any way in which this defect may be overcome?

The national greed for money can be effectually overcome by prevention only. As in every other reform, the beginning is with the children. The method pursued must be such as shall so educate the reason that confusion of a lower good with a higher good as an end in life shall be impossible. Such a method must indeed recognize the place and value of the material; but the material will thus prove to be the servant of the spiritual, ever increasingly dominated by it, the means to a higher end, not an end in itself. "For what is a man profited if he shall gain the whole world and lose his own soul?" For the gradual and assured attainment of this insight I know of no method so true to a right psychology as that of Froebel, as explained in all his works and especially illustrated in his Mother-Play songs.

956. How do you think the ideal "Look out for number one" compares with the ideal *Noblesse oblige*?

The ideal "Look out for number one" stands to the ideal *Noblesse oblige*, as pole to pole. The former has for its impelling motive self and its advantage. Its tendency is exclusive; its method is unscrupulous; its end is material. The latter has as its motive-content, *right*, regardless of what may result to self. Its tendency is inclusive; its method is directly truthful; its end is spiritual.

(From Alice D. Campbell, Philadelphia.)

971. Describe the picture (Finger Piano) in detail.

The picture of the hands shows the physical strengthening of the fingers by the exercise of pressing those of one hand on the other, as is done when tone is brought from the piano. At the right hand of the picture, you see under the tree a boy and a girl, who, having played in the nursery, as babies, the finger piano, have aroused in them a love of harmonious sound or musical tone, and they have as playthings, probably of their own invention, crude musical instruments—one a flute, the other seems to be a sort of zither; but they are evidently working out, through their self-activity, the early lessons in æsthetics, of the mother. The next phase of the picture is the adult life where the sense of harmony becomes ideal, and the fingers now produce the inner harmony—the thought which takes form in tone—and the music of the *soul* is brought to the ear of the outer world. This makes the complete development of the child's sense of harmony: 1st, The physical exercise of the fingers; 2d, Free activity in producing the impressions of musical sounds received in early life from the mother's voice; 3d, The joy in spiritual harmony which can be transmitted from the inner consciousness to the outer world of expression. Again, on the left hand of the picture is shown the harmony that exists in God's world of nature; and Froebel's own exquisite poetry of idea is shown in the Commentary, where he explains: The bending grain, the whirring wings of the birds, which accompany the soul-felt harmonies of the inspired musician; even the stupid beetle stops nibbling his leaf to listen.

972. Restate the thoughts in the motto.

On reading the motto, we find the central thought is, that there are inner voices to make the heart glad, that are not heard by the outer ear; that this is for the mother's insight to grasp; that this inner sense of something the spirit *only* can hear, is what she must foster and develop.

973. What idea does Froebel claim that the child wins through this play?

This sort of æsthetic play will lead the little child to love song and music in the nursery; he will seek harmony in childhood in his plays; he will notice it in nature's harmonies, and later he will take delight in the harmonies of the inner life, which will lead him to desire to share the harmony of spiritual life with all mankind—which is God's life. Musical sounds—tones—express the feelings of the heart, the affections; and if these are in tune, then will the man, developed from the child so trained, be tactful; as Froebel says. Tact means touch, you know, and the tactful man or woman is one who touches the right chord of the hearts of his fellow men at the right moment; and this means spiritual harmony.

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THE bird that soars on highest wing  
Builds on the ground her lowly nest;  
And she that does most sweetly sing,  
Sings in the shade when all things rest.  
In lark and nightingale we see  
What honor hath humility.

—James Montgomery.

## CURRENT WORK—NEWS—REPORTS.

**Family Day at Chautauqua.**—August 12 was the day devoted to the study of the family, at Chautauqua, N.Y. The most noted addresses of the day were delivered by four such able and noteworthy speakers as Bishop Vincent, Dr. Charles R. Henderson, of University of Chicago, Mrs. Maud Ballington Booth, and Mrs. Ada Marean Hughes, of Toronto, Ont. Rarely are such large, enthusiastic, and appreciative audiences gathered as at Chautauqua. Is it any wonder that men and women come by thousands to hear such a theme discussed by such speakers, and in a nature environment that so speaks to the heart of every listener? Bishop Vincent's address upon the Ideal Family or Home, was delivered in the amphitheater. His first plea was for ideal family life regardless of conditions. The home is not dependent upon the house. It does not often happen that ideal people constitute the entire family, and many children are a strange commentary on their ancestry. Men marry with different motives, and many come into the higher life through the prayers of the wife. A little story indicative of the life in one family of three was told—a little girl, grandmother, and kitten constituting the entire household. The little girl was overheard saying to her kittie, "I wish *one* of us three was dead, kittie, and it isn't you nor me!" The factors in the ideal Christian home are not only husband and wife, but also husband and wife and servant, and husband and wife and one child. For the good of all, it is wiser for the child to have the relationship of brothers and sisters. The servant should not be looked upon as a servant in the ordinary sense of the word, but a home helper, or attendant, or minister of the kitchen. We are all servants of each other. All of the above do not make the ideal home; there must be guests. And still more, the ideal Christian home is never at its best unless there are some there for Christian help and sympathy. "Plain living and high thinking" in life and conversation belong to such a home. The home devoted to fashion, pleasure, self-indulgence, can never be ideal, for "as a man thinketh, so is he." The spirit of good will, righteousness, and truth, wisdom in speech and silence, good taste, patience, and high ideals of character, are necessary elements in the ideal family life. The father owes as much to the family as the mother. The bishop laid much emphasis upon this point, and added that he believed the father was as responsible as the mother in conduct, influence, and example. Upon the subject of the material support of the family, three points were emphasized: 1st, The family should live within its means, and should reserve some of its income for future needs; the children should be trained to do the same. 2d, All members of the family should contribute to family support and family interests, by self-denial. 3d, The children and each member of the household should have a wholesome part in the work that properly belongs to the home, and should share in the income. If the mother has her responsibilities and work she should have her financial share, and be independent in ownership and use of it. Upon the religious life of the family, Bishop Vincent expressed himself in no uncertain way. He felt that the largest Bible, with best illustrations, etc., should be in the living room, to be used every day. Parental authority should settle the question as to church and Sunday-school attendance; it should not be left to the whims of childhood.



With those who doubt the Bible, never argue; but beware how we neglect teaching it, as well as to *how* we teach it, because there are skeptics and agnostics. Love, honor, and reverence for the Bible can easily be developed in childhood, if we ourselves feel reverence for it and study how to teach it. Unless we are careful, earnest, and sincere, there is danger of familiarity in family devotions. We should aim to make the Sabbath day the gladdest of the whole week, and by such memories will all life be brightened and stimulated. The educational element in home life is a most important one. There ought to be a strong social relationship with the public school teacher and the family. It is a simple matter to invite her often to join the family circle. Think what a lever she would hold in that family! Conversation is the highest form of education; the teacher who teaches her class through conversation is a fine educator. The family meals, at the fireside, and the general conversation need as a center unified interests, and reading courses are here most valuable. By means of the social life, inviting those who are not invited to such a home, as well as those who are, the standard of living in a whole community can be elevated. In every town of 5,000 inhabitants there should be fifty families whose parlors can be open to the young men of the town who are not invited and "at home" elsewhere. Never have anything done in your parlor that cannot be repeated anywhere in the world; for home and the everyday life there should be the model of what the world is to be. The habit of everyday life reacts on the special habits of the individual. If our children are taught in the family circle what we want them to be in the world, social service will be a joy. The most beautiful hand in the world is the hand that helps! To realize these ideals, there must be patient waiting; but with love as the power, all things are possible, and home becomes more and more the dearest place on earth. Dr. Charles R. Henderson lectured upon the Family Life of Degenerates. He showed most conclusively the tremendous need for public consideration, in order that the public demand might be such as to insist upon legislation; for under present conditions a large per cent of the degenerate family or individual life is unable to protect or care for itself. The definition given, for the purpose of the lecture, of a degenerate, was "a human being who is physically and mentally unfit for competitive life, and whose descendants are morally certain, under the laws of heredity, to be in like manner unfit for self-support." The causes of degeneration are many—of deep social conditions and customs, often obscure and difficult of discovery. Individual cases are easier to trace. Among measures for dealing with such conditions were mentioned four: 1st, It is necessary to form enlightened opinion. The so-called lower classes are not to blame. One difficulty is in unfit marriages. 2d, We cannot depend upon the tendency of degenerate families to become extinct; it works too slowly. Artificial social selection must be brought to bear on the problem. 3d, Social action most demanded is segregation in colonies and custodial institutions. 4th, Prevention and prophylactic measures. Let Christian love watch tenderly over all who are in such need in such institutions, and labor for and enforce Christian legislation. In the afternoon the immense amphitheater, seating over 6,000, was filled to hear Mrs. Ballington Booth. Bishop Vincent introduced her, offering a beautiful tribute to the work in which she is engaged, and asked that for her might bloom a garden of white lilies; and at once thousands of white handkerchiefs waved in the air. She spoke for over an hour upon the subject of the Prisons and the Home. She made a stirring appeal to her audience to look upon all these men as God's children; to hold fast

to the faith that they could be made new, renewed and transformed by the love and power of God. She went into this work without preconceived ideas or opinions as to what she was to do, but tell them with her whole soul what she knew to be true. God was their friend and Savior, and could save them to the uttermost. Her work began in Sing Sing, and now this branch of work of the American Volunteers is active in eight of our state prisons. They do not go to them to preach to them, but to win their love and confidence as individuals. Our attitude has too long been the attitude toward the prodigal son. Many are there because of the lack of mother love and home sanctities. *All* who believe in the fatherhood of God and the brotherhood of man must hold out a welcoming and helpful hand to them, and raise the stigma of ex-convict. It is not enough to be friends to them inside, but in a most vital way, outside. The Volunteers Prisoners' League has been organized, and already since May of 1896, nearly 2,000 men have been enrolled. Over 200 letters are received per week, and the stories they tell are most thrilling. After they leave prison they come to the office of the nearest branch, and are assisted to find work with employers who will gladly help them, and who know their needs and conditions. A home has also been started for them, called Hope Hall, and they there live in a Christian family till work is found in the privacy of home life, not dogged by detectives nor looked at by visitors, for none are allowed. The greatest need of the Army is to find Christian employers who will aid in giving employment to "her boys." Mrs. Booth made a stirring and noble appeal to the Christian faith of each and all to raise public action to the level of Christian profession. Many incidents of the home life and home scenes were given, to show the marvelous change in the life of the men, as well as of certain ones in prison. The address of headquarters is 34 Union Square, New York, and she pleaded for help in any form for the brothers and sisters who so needed it. At 5 p. m. in the Hall of Philosophy, in the grove, a large and interested audience gathered to hear Mrs. Ada Marean Hughes speak upon the Home and the Kindergarten. Mrs. Hughes believes that the educational reforms of the next generation will be worked out most largely in the homes. It is our work to discover the link between the home and the kindergarten and school. The first twenty-five years of the work in this country was undertaken by young women to whom the work appealed. Now it reaches the vital interest of educational specialists. The child and child life are now the subjects of the deepest thought and interest. We still have to bear in mind that every child is an incarnation of the divine, is in *essence* good. He loves to do right rather than wrong. The kindergarten teaches us that life is one complete unity. The first days of the child's life are most important in his own development. The hands which tend him must be loving and true, and it is the mother's privilege to be with him in his first waking moments each day, and the last before he sleeps. Many valuable, wholesome suggestions were given with reference to the care of children, and Mrs. Hughes added that every mother should respect and truly care for herself in motherhood. Being a mother to children does not consist simply in loving them, or making pretty clothes, or in feeding them, but in living in their life in order to aid them to the self-realization of the divinity within. The Christ's little childhood was simple, open, and free. He grew and waxed strong. There is no need for our children growing up to be nervous or self-centered. They must be led to be out-giving and strong in happy life with and for others. In order to bring this about, every mother should know the teachers of her children. School boards, as a rule, are mixed up with complications that do not have to do particularly with the soul

of the child. This condition makes all the more vital the responsibility of the woman in the home, as her work is in large part the creating of the right atmosphere. The children should be interested to go to school to help make this atmosphere. The development of the child's will is an evolution, slow and strengthened only by right exercise, and it is according to the stimulus and environment that this power and energy are developed. Happy advice as to the means of securing self-reliance and coöperation was given by Mrs. Hughes out of a large home and teaching experience; for example, such common-sense statements as the following: "Let the child help you in the home work; let him have his special times of working in the kitchen, when it will not disturb the family needs. Never criticise him or the results of his work and play, but cultivate the social impulse. He must evolve his will power into action, by right impulses. Therefore let him be a missionary force among other children, and if unwise to let him go where they are, invite other children to the home center, where you, as mother and playmate, can be with them." By trusting him, fostering the child's belief in himself, he will be strong to overcome temptations as he meets them, not as we prevent them. Let him find his limitations, his simple humility, through his own dignity. Love should be the only restraining power, never fear of any kind. By such influences will his confidence in elders be increased and reverence cherished. If we are to have ideal homes, ideal fathers and mothers, we must have a new element in education—viz, a high respect for the creative function. Fearless, true, pure intelligence in regard to it is necessary, and through it all women will endeavor to be the best they can be, and demand the best of men. Every woman is a mother in spirit, and it is a most beautiful thing to see those who consecrate themselves to childhood universal. They deserve our highest love and most active coöperation. Only as we all recognize and help the social whole can we truly become "members one of another."

**Examinations of Kindergarten Teachers.**—The following interesting questions constituted the examination of applicants for position in the public kindergarten of Chicago, which took place June 11, 1897. Out of 130 taking the examination, only forty were pronounced successful. It would be most interesting to know just what system of marking was used.

1. What does "child study," as the phrase is today understood, include?
2. Into what classes would you divide these investigations?
3. What is revealed to the student of child nature in the observation of the spontaneous activities of children?
4. Should these activities, if normal, be interfered with? Give reasons for your opinion.
5. What is *impression*, and how does it differ from *expression*?
6. How would you utilize both impression and expression in a gift lesson?
7. In what sense are Froebel's "gifts" symbolic? In what sense are they typical? Illustrate.
8. Name three rational means of guiding a child's choice without interfering with his freedom. Give one illustration each from games, gifts, and occupations.
9. What do you consider the most potent factor in moulding character?
10. What are the characteristics of the third gift? Show its relation to form, plays, occupations, and to science.

11. In what respects do the teachings of Herbart and Froebel differ? In what respects are they essentially alike?
12. What should be the distinctive feature of all nature work with children of the kindergarten age?
13. Why, is good music an essential factor in the kindergarten? Have you sufficient knowledge of vocal and piano music to enable you to conduct the kindergarten songs, marches, etc.?
14. Why, comparatively speaking, do few persons think independently, or skilfully express their own ideas?
15. What do you consider to be the immediate and necessary condition of "attention"? Have the whims of children any relation to the states of attention?
16. What is induction? What is deduction? What is the relation of the two processes?
17. Compare the methods of Pestalozzi and Froebel.
18. Give the principal points in a good kindergarten story. Illustrate one by a drawing.
19. What qualifications to begin work in the primary grade, has the child trained two years in a kindergarten over the child trained in an average home?
20. Write two stanzas of any poem which you would recite to children or teach them, and show what lessons you would draw from it.

**Normal Schools and the Kindergarten.**—The normal department of the N. E. A. has set a committee to work in the interests of the department. This committee of six, headed with Z. X. Snyder, of Greeley, Colo., as chairman, presented an interesting report at the Milwaukee meeting. The special subject of "Kindergarten Work in Relation to the Normal School" was reported upon by Miss Lillian Brown, of New Orleans, as follows: Number of circulars sent out, 140; number of replies received, 72; number of state normal schools with kindergarten department, 15; number of city training schools with kindergarten department, 5; number state normal schools without kindergarten department, 35; number city training schools without kindergarten department, 4; number of private normals with kindergarten work, 9; number of schools with kindergarten work for observation, 3. Quite an elaborate circular was sent out by this subcommittee.

Question 13, At what age are children admitted to kindergarten practice class? Answer, Three to six; majority admitting at three to four years.

Question 14, Do you promote to primary grade by age or development? Answer, Majority promote by development.

Question 15, If attached to normal school, what is the relation of the kindergarten to practice class? Answer, In majority of cases the kindergarten seems to be for purpose of observation by normal classes.

Question 16, Relation of kindergarten training to training in normal school? Number of indefinite answers. Majority reply, A coördinate department, or sustains a very close relation.

Question 17, What is done to closely relate kindergarten to primary work? About equally divided between an effort by specific work to closely relate them, and no effort to do so.

Question 18, Have you a special kindergarten library? Answer, Majority report a special kindergarten library, some reporting it as small. Rest report it as incorporated in normal library. Three answer "No."

The committee as a whole submitted the following statement, which

in itself furnishes a field for earnest action on the part of those educators who realize the mental economy of having the right kind of teachers: "The investigation of the relation of the kindergarten work to the normal school shows a very indefinite conception of the kindergarten as a department in the normal school. The lethargy with which the normal school takes hold of movements is one of the reasons why it is seemingly relegated to the rear in educational development. No normal school can claim to be abreast the times in educational sentiment, opinion, and character that has not a well-developed kindergarten department. An exhaustive and keen report on this inquiry and some action toward universalizing the kindergarten will be very beneficial to our department and education."

THE following program was presented at the meeting of the kindergarten section of the New York State Teachers' Association July 1 and 2, with James L. Hughes as chairman, assisted by Miss Alice E. Fitts and Dr. Jenny B. Merrill: Opening address, Inspector James L. Hughes; "The Growth of the Kindergarten and its Relation to Higher Education," Dr. Thomas Hunter, president Normal College, New York city; "The Kindergarten Method," Mrs. Maria Kraus-Boelte, New York city; "Mothers' Meetings," Mrs. Clarence E. Meleney, Brooklyn; discussion, Mrs. M. B. B. Langzettel, Pratt Institute, Brooklyn, Miss Caroline T. Haven, Ethical Culture Schools, New York city. "The Kindergarten Gifts," Miss Ella C. Elder, supervisor, Buffalo; "The Music of the Kindergarten," Mrs. Sarah L. Dunning, People's Singing Classes, New York city; "Music and the Child," Miss Sarah E. Newman, New York city; "Kindergarten Methods in the Primary School," Miss Mary H. Waterman, supervisor Free Kindergarten Association, Brooklyn. The paper on "Music and the Child," presented by Miss Sarah Eliot Newman, advocated a systematic use of music from earliest infancy as a means of awakening consciousness and of stimulating high moral tendencies. The writer stated that recent scientific experiments show that music has great power to increase or diminish vitality. Miss Newman also proved that music is a potent factor in arousing attention and in cultivating discrimination and judgment. It would seem, then, that music possesses a high formative value in character building. If properly used it develops the intellect and controls the emotions. Therefore she considers it desirable for parents and teachers to spend a few moments each day with their children and pupils, using music with this end in view. Suggestions were offered concerning the energizing and quieting effect of certain melodies and harmonies, and the objective training of the listening faculty as an avenue of approach to the brain was strongly urged.

DES MOINES, IOWA, is very much alive on the mothers'-club question. The first club was organized over a year and a half ago with about fifteen ladies as members, and the meetings have been held monthly ever since. In March the Hawthorne school held the first meeting in connection with the public school, and then nearly or quite all the ward schools began to hold similar meetings, either fortnightly or monthly, and there has been much interest in them—increasingly so; and the wonder is that they were not begun long ago. Simply meeting together as teacher and parent, with the common center the child, makes the bond a strong one, helps greatly to an understanding of the needs, and a sympathy with the thoughts and aspirations of the child, as well as an appreciation of its weakness, mentally and physically. The gathering together of so many mothers to interchange thought and purpose and

experience in the moral, mental, and physical training of their children gives to the earnest woman an inspiration, and to one not so appreciative of the beauty of the great gift "motherhood," proves an inspiration and help to a higher sense of her responsibilities, and creates a desire to be and do better in the future. So we are hoping that the good work will go on and on, with results who can foretell?—*Mary Kasson*.

ONE of the interesting Western women who attended the N. E. A. meeting at Milwaukee was Miss Grace Estey Patton, the present state superintendent of public instruction for the great state of Colorado. Though Miss Patton is small in stature, her eyes are bright enough and her educational ideals high enough to make up for the deficiency. Miss Patton is interested in pushing the kindergarten forward into every school in the state of Colorado, and if she embodies even a fraction of her vigorous enthusiasm in this direction, we may as well be ready to re-christen Colorado, and call it the Kindergarten instead of the Centennial State. Miss Patton is a strong believer in the elementary education, claiming that as the majority of children are not privileged to go further in their education, more time, money, and quality should be expended upon the primary than the high schools. Miss Patton is an able speaker, and argues warmly in behalf of extending the foundations and broadening the base of the educational pyramid. She was for several years the professor of English and Sociology in the Agricultural College of Fort Collins before her election to the state superintendency. She has had the rare experience of "stumping" the state during one of the keenest campaigns ever known in the political history of our country—viz, the presidential campaign of 1896. Her accounts of the great meeting held in the Coliseum on the Saturday evening before election are thrilling as well as humorous. The chief objections which were made by the opposition to Miss Patton as a candidate, were her youth and her unmarried state, both of which it is reasonable to expect can be remedied. Success to Colorado's state superintendent, not merely because she is a woman, but because she is committed to progress in education!

**To Fathers and Guardians.**—Miss Mary E. Beckwith, a kindergarten of wide experience, will take into her private home a very limited number of children, ages varying from six months to twelve years. It is Miss Beckwith's desire to assume entire charge of motherless children and orphans, and to give them all the advantages of a cultured, private home. Special benefits derived from this home will be: Health food—only a specially trained cook will be employed; health clothing—a subject of great importance, will receive most careful attention; an ideal nursery, and out-door life. Miss Beckwith has studied in Germany, as well as in this country, the principles of Pestalozzi and Froebel, and to the best of her ability will follow the ideals of these great educators. The winter residence is to be near the city, but with abundance of ground for all necessary purposes. German or French will be spoken definite hours of the day, and special attention will at all times be given to English. When advisable the elder children will be entered in private day schools in the city. Application should be made as early as possible, since some time is required before acceptance is assured. Highest references are given and required, and a personal interview with father or guardian necessary before final arrangements can be made.—*Baltimore, Md., 1897.*

**Mackenzie-Durham.**—Miss Constance Mackenzie, the director of the public school kindergartens of Philadelphia, was married July 1 to

John S. Durham, a lawyer of Philadelphia, and ex-minister to Hayti under Harrison's administration. Mrs. Durham is well known in the kindergarten world, and though her marriage necessitated the resignation of her position as the head of one of the large public kindergarten systems of the country, she goes to Santo Domingo with as lively an interest in the kindergarten work and as earnest a purpose for its advancement as ever. The wedding was very simple; no bridesmaids, no reception nor display of any kind—a quiet home gathering of only the immediate family circle to wish God-speed to the bride and groom. Dr. Wm. M. McVickar performed the ceremony. Mr. and Mrs. Durham go about the middle of September to make their home in Santo Domingo. Mr. Durham is a graduate of the University of Pennsylvania, being one of the first colored men to take honors from that university. He succeeded Stephen A. Douglas as minister to Hayti, and since his retirement from that office has been practicing law in Philadelphia. He goes to Santo Domingo to attend to large sugar interests.

THE trustees of Teachers College, New York city, announce with sincere regret the resignation from the presidency of the college of Walter L. Hervey, Ph. D., who goes abroad for a year of travel and study. During the presidency of Dr. Hervey the college has most wonderfully advanced. Six years ago, when he took the leadership of it, the college was a small nucleus, having quarters in the old Seminary buildings at 9 University Place. Now the college has buildings and land representing a million and a quarter of money, and its educational advance has been as great. Allied as it now is with Columbia University, Teachers College has a unique position and a great future. The trustees feel that much of this growth is due to President Hervey, and wish to express their high appreciation of his devotion to the college and his earnest work in its behalf. The name of Dr. Hervey will always be associated with Teachers College, as of one who, in the early days of its history, believed in its policy and its future, and gave it an impulse that put the college among the foremost institutions for the professional training of teachers.

**A Sweet Pea Garden Park.**—Something of an experiment in coöperative gardening has been tried this summer by the Armour Mission Mothers' Club, of Chicago, of which Mrs. Mary H. Hull is president. The object is to provide emergency work, at ten cents an hour for adults and five cents an hour for children, to be paid in products of the garden, and to provide a place of recreation for families, a part of the grounds being arranged as a park; also that a relief fund for the use of the club may be established by the sale of products (sweet peas and flowers especially). There are five acres in the lot, which is divided into park, general garden, and individual gardens for those who will take them. Seven families have done so, raising their own produce.

NEW YORK and South Dakota have perfected state mothers' organizations. That of New York state has the following officers: President, Mrs. F. Schwedler Barnes; vice president, Mrs. Harris; recording secretary, Mrs. Chas. Burchard; corresponding secretary, Miss Edrienne Atkinson; treasurer, Mrs. Lionel Sutro. The annual membership dues are fifty cents, and they publish a monthly magazine for a dollar a year.

AMONG the prominent educators who attended the kindergarten meeting at Milwaukee was Miss Sarah Stewart, of Philadelphia, whose name is associated with the early educational history of Wisconsin. Miss Stewart possesses a dignity which, together with her sympathetic insight into the real issues of educational movements, makes her an added force to every good work with which she allies herself.

IN Chicago there has been organized on the West Side a mothers' council, the object of which is to study the child and its relations to the home. Miss Frances Newton gave in the spring a series of lectures, introductory to a study to be taken up in October. The officers are Mrs. M. B. Blouke, president; Mrs. Nair, vice president; Mrs. A. S. Tobias, secretary and treasurer.

THE Report on Rural Schools can be had by writing to Irwin Shepard, Winona, Minn., secretary of the N. E. A. In accordance with the vote of the directors, the report will be sold as nearly as possible at its exact cost: single copies by mail at 25c.; packages of ten copies, express prepaid, at 20c. each; fifty copies or more, F. O. B., Chicago, 15c. each.

SUPERINTENDENT SKINNER, of New York, made the statement in his recent address as president of the N. E. A., that there was an average distribution of two weekly papers and one book to every family, and one daily paper to every two families, in the United States. Does not this fact in itself call for a change of the common school curriculum?

THE Worcester, Mass., Froebel school and Kindergarten Normal Class has outgrown its old quarters on West St., and now has accommodations in the same building with the Dalzell Girls' school, where the children entering the kindergarten of the Froebel school at three years of age may continue in the same building until sixteen or twenty.

THE topics to which the Saturday Morning Mothers' Meetings, conducted by Miss Mary L. Butler, at the Chautauqua (N. Y.) assembly, have been devoted, comprise the following: "The Value of Nature Study in the Home," "Literature for Little Children," "Music in the Home."

No normal school can claim to be abreast of the times in educational sentiment, opinion, and character that has not a well-developed kindergarten department. Only twenty out of 140 city and state normal schools are reported to have kindergarten departments.

THE mayor of Milwaukee welcomed the N. E. A. by defending the city against all soft impeachments, and added: "She has set her house in order, and has expected your coming as the bridegroom his bride."

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THE sentiment of the speakers of the N. E. A. meeting might be summed up in the adapted text: "Seek ye first the education of the people, and all other blessings will be added."

DR. JENNY B. MERRILL, of New York city, spent the summer in various Wisconsin resorts, the latter part of August finding her at the Hillside Home school, where she has a nephew attending.

WISCONSIN has a normal school for each 60,000 public school children. New York state has a normal school for each 96,500 pupils enrolled in the common schools.





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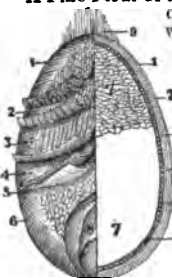
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Vol. 10

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No. 2

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## AFTER THE KINDERGARTEN, WHAT?

SARA E. WILTSE.

**A**FTER spending the early years of my teaching in intermediate and high-school grades, like many other so-called born teachers, I turned to kindergarten normal instruction for the saving of my pedagogical soul. All through my course of study there repeated itself the still unanswered question: "But after the kindergarten, what?" I hope I may not fall under any ban among kindergartners when I confess that I stood where kindergarten and primary school paths diverged more than they now do, with some dismay at the conditions which faced me. No use to take my little block of perfection in the educational structure and say to myself, "Take thine ease, O my soul! place your little brick securely, and it is no concern of yours what is piled above it." I am glad, indeed, that the problem was like a ghost that would not be laid, for instead of taking a nice little private kindergarten among congenial enthusiasts, I took a primary school under a Western principal who had no sympathy whatever with education by play, and with a school board that was sympathetic enough to put to vote my schemes for the betterment of conditions, although they were every time defeated by the public opinion which the board regretted stood behind it. I had eighty pupils enrolled the first week, and with stragglers and those who failed to get on in the second primary and were cast back like jetsam to my department, I had an *average* of eighty before three months had passed. I learned many a lesson of sympathy with primary teachers

in that year. I think I learned some of the modifications of kindergarten methods for primary needs, which could have been learned in no other way; and the story of this old experience is only told here to serve as an underscore to the remainder of this article.

The second year of my kindergarten teaching, and many succeeding years, were under the ideal conditions which Mrs. Quincy A. Shaw furnished, and with the knowledge gained in the primary school experience, added to one of the first problems of every day, I asked for a plentiful supply of milk. I believe that if the public can afford but one expenditure for its primary schools, and that must be textbooks or milk, it would be in the interests of education to supply the milk. When a primary teacher can give every improperly nourished child a glass of milk before she demands brain work from it, we shall have taken a step toward health and right education that will advance us further than twenty theories which could be named.

The kindergarten, as we so easily and glibly repeat, is education through play. We indeed begin well, and the signs of the times are favorable for a wise continuation of this logical foundation of education. Wherever there are kindergartens I believe the primary teachers learn some of the games and direct them in their departments; but we are in need of a play system which shall extend through school life, from "My ball comes round to meet me" to the college baseball.

Mr. G. E. Johnson, superintendent of the public schools of Andover, Mass., has made a contribution to education which ought to have been made by a kindergartner.\* Mr. Johnson has a play school in which he has tested the educational value of games already played by boys who refused the ordinary means placed at their disposal by the public system of education, and the readiness with which they enrolled, and the reduction of work of the truant-officer, tell their own impressive story. We need coöperation, and a systematic, well-superintended use of the games already at

\* "Education by Plays and Games."—*Pedagogical Seminary*, October, 1894.



hand. We need to believe in play as Mr. Johnson believes in it; and if the primary teacher has but twelve minutes of the day which she can so utilize, she should read what has been done in twelve minutes in the Worcester public schools.\*

Nowhere is the help of play needed more than in the schools where the foreign element is predominant. The children struggling with one language in the books and another in the home are in imminent danger of a weakening of character through false notions of progress which they are apt to confuse with a mere acquirement of the school speech; and if home sociability can be encouraged through home play of games which the teacher encourages, we shall have done something to mitigate the evils of our school system as well as to diminish some of the disorders known as school diseases.

\* *Northwestern Monthly*, July, 1897.

#### PUT FLOWERS IN YOUR WINDOW.

PUT flowers in your window, friend,  
And summer in your heart;  
The greenness of their mimic boughs  
Is of the woods a part;  
The color of their tender bloom  
Is love's own pleasing hue.  
As surely as you smile on them,  
They'll smile again on you.  
Put flowers in your window when  
You sit in idle mood;  
For wholesome, mental aliment  
There is no cheaper food.  
For love and hope and charity  
Are in their censer shrined,  
And shapes of loveliest thought grow out  
The flower-loving mind.

—*Selected.*

## THE SOCIAL SETTLEMENT VACATION SCHOOL.

NINA C. VANDEWALKER. •

**T**HE emphasis on the social aspects of education is a marked characteristic of the present time. Education as a social process implies that the school shall be a factor in every community in all that makes for higher and truer social living, and hence it implies also that instruction in the three R's is by no means the whole or even the most important of its functions.

The Seward Vacation school, conducted under the auspices of the University of Chicago Settlement in the Stockyards district of the city of Chicago the past summer, attempted to solve several problems both social and educational, and among them, to illustrate the socialization of the school. In this it made a definite and valuable contribution to education, demonstrating by actual experiment several important principles for which the public school can hardly give sufficient scope. The school was of great interest to the many teachers in attendance at the University of Chicago, as well as to social workers, and it will without doubt stimulate work along practical social lines in many places.

A vacation school necessarily differs in aim, curriculum, and methods from the ordinary public school, since interference with the classification and grading of the latter by means of summer work for a portion of the pupils would be undesirable. The exact character of the curriculum will depend largely on the aim of its organizers, as well as upon the character and needs of the locality. In the Seward school the inherent interest in an education through activity was thoroughly demonstrated, as was shown by the regularity of attendance and the absorbing interest in the work. One boy who had been suspended for disorderly conduct begged for reinstatement with tears in his eyes, not wishing to lose his day's work in the sloyd room.

But valuable as was the testimony of the school as an argument for manual training and the allied branches, this was by no means its most important contribution. The aim of the school was thoroughly and distinctly *social*, and the results showed beyond the possibility of question that the school can contribute directly and practically towards raising the ideals of home and civic life and responsibility, and that by so doing it aids in cultivating the self-respect and efficiency of the individual.

Such proof is worth working for, and the work done in



THE TEACHERS OF THE SEWARD VACATION SCHOOL.

the school in question will undoubtedly yield further results from the standpoint of method, of the greatest importance.

The vacation school idea, as far as Chicago is concerned, originated with Miss Mary E. McDowell, the head of the University of Chicago Settlement. She says that the first summer of the Settlement's existence—the summer of 1895—revealed many new problems: those connected with the children who had nothing to do, who had no resources within themselves, and who were therefore the more open  
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to the many demoralizing influences of the locality. The boys with their jackknives, carving their names on the fences and sidewalks, suggested manual training as one means of turning their energy into profitable channels, but no means were at hand to put any plan of work into execution. Considerable correspondence concerning the work done in vacation schools in other cities ensued, and in the summer of 1896 the civic federation established such a school in Chicago, but in a needier district than the one in



A SEWING CLASS.

which the University of Chicago Settlement is situated. The past summer the means for a vacation school in the Stock-yards district were furnished by several ladies who are interested in the University of Chicago Settlement, and the Seward Vacation school was the result. The board of education granted the use of the school building and manual-training equipment for sixty pupils. The desks were removed from the three rooms used for sloyd and those used for the kindergarten and the elementary housework, the needed equipment being substituted. No other changes were necessary.

The school was in session six weeks, beginning July 13 and closing August 20. Its immediate administration was in the hands of Mr. Richard Waterman, Jr., assisted by Mrs. Lizzie T. Hart. There was one session daily from 8:50 to 12:30, Saturdays excepted. Each morning the pupils gathered in the lower hall of the school building for opening exercises. During the three-hours' session that followed, every member of the school spent one hour in manual training, one in singing and physical culture, half an hour in nature study, and the same in drawing. Three times a week each of the older classes held a meeting of the Clean City League. The teachers in each department aimed to give their pupils development through activity, and each one tried to relate the work of her department to that done elsewhere in the school. Each department had its own class rooms, the pupils passing from room to room as occasion required. Of the twenty-three teachers engaged in the work of the school, ten were regular teachers in the city schools, the others being teachers in private schools or kindergartens, who were chosen because of their special fitness for the work in question.

The key to the work of the school was given in the opening exercises. Though the teachers of the district had been asked to select their "special problems" for admission to the school, the three hundred neatly dressed children that gathered in the lower hall, facing a large American flag, differed in no observable respect from any similar body of pupils from the first to the sixth grades that might have been seen in any of the foreign districts of Chicago or any other large city. At a signal from Miss Mari Ruef Hofer, the children sang America and other patriotic songs with a feeling and fervor that brought tears to the eyes of the listeners who realized what it all meant. Then followed the saluting of the flag and the reciting of the following "Civic Creed," written for the school by Miss McDowell:

"God hath made of one blood all nations of men, and we are his children, brothers and sisters all. We are citizens of these United States, and we believe our flag stands for

self-sacrifice for the good of all the people. We want, therefore, to be true citizens of our great city, and will show our love for her by our works. Chicago does not ask us to die for her welfare; she asks us to live for her, and so to live and so to act that her government may be pure, her officers honest, and every corner of her territory shall be a place fit to grow the best men and women who shall rule over her."

Several occupation songs followed the recital of this creed, a spinning song and a blacksmithing song showing



A PRIMARY SLOYD CLASS.

true musical feeling. Miss Hofer, who with Miss Margaret Fallows and Miss Mary Sprague had charge of the music, said that they had aimed to use music rather than to teach it, and to make the pupils sensitive and responsive to thought expressed in music. The songs used centered about the three lines, Civic Life, Industrial Life, and Nature Study. There was no trace of the frequent difficulty in getting the larger boys to sing, for it was evident that the songs had taken hold of the children's lives.

As soon as the children had passed to their class rooms, the noise of saw, hammer, and file from the manual training

rooms attracted the attention of visitors. This work was in charge of Miss Anna Nerman, of the Milwaukee Normal school, assisted by Misses Butler, Sawyer, Langley, and Hubbard, of the Chicago schools. In one room twenty first-grade children were at work making simple objects of soft wood. The older pupils in another were making more complex objects. All were too absorbed in their work to pay any attention to visitors. This work has been of great interest to the boys, and it was justly estimated as a great



A CLASS IN ELEMENTARY HOUSEWORK.

element in the success of the school. Principal Waterman tells of the interest with which the boys came to show him their first pieces of work, which would have been as grimy as their hands but for the application of sandpaper. In a short time the boys decided that soap and water applied to their hands was a quicker and more effective remedy than sandpaper applied to the object. Hence clean hands became the rule.

Readers of the KINDERGARTEN MAGAZINE will be interested to know that the plan followed in the workshop of the vacation school was that introduced into Chicago some

years ago by Miss Meri Toppelius, whose work has been so often mentioned in these pages. Miss Toppelius worked out a plan for introducing sloyd into the lower grades of the public schools, and carried it on successfully for several years in the Agassiz school. After Miss Toppelius' death, the work was carried on by her pupil, Miss Anna Murray, who is still teacher of manual training in the Agassiz school. Miss Murray planned the sloyd work for the vacation school, and the teachers who had charge of that department received their training from her.

Closely related to the manual training work for the boys was the elementary housework and sewing for the girls, the first being in charge of Miss Grace Stone and Miss Jennie Mills, and the second in charge of Mrs. Alma Bucher. To many the housekeeping department was the most interesting feature of the program, because it is the most vitally connected with the home life, and promises the most toward its elevation. For the purposes of this work the desks had been removed from one of the schoolrooms, one corner of the room being fitted up to represent a bedroom and another a kitchen, a large screen serving to separate them. By the use of an additional screen the center of the room could be converted into a dining room in a few minutes, the remaining part of the room being reception room or class room, as occasion required. Certain lines of work only were attempted, the making and care of a bed, the setting and serving of a table, washing dishes, sweeping and dusting, being the main ones. Cooking was considered too complicated to attempt in so short a time. During the recitation the children sat in chairs arranged in a circle, as in the kindergarten. The work of the day was discussed so as to determine what the children knew about it from their home experience. The preparations having been made beforehand, the work was then done by one or more pupils, the others watching and offering suggestions and criticisms. At the close the points in the lesson were summarized on the blackboard, the children copying the summary for future use. Songs relating to the different kinds of work



done, constituted a regular part of the program. One day a trained nurse gave the children a regular sick-bed lesson, and shortly after one of the girls said to Miss Stone: "My father has been sick a long time, and yesterday afternoon my mother and I took his bed apart and cleaned it just as we do here, and I showed her how to do it." As a result of similar work elsewhere, a woman who kept a boarding house came to the teacher and said: "I wish you'd teach me how to make a bed. My little girl comes home and pulls mine all apart, and says they are not made right." Nearly all the children reported having tried to do the things at home that they had been taught to do in the school. One practical mother among the visitors said: "Just think what a time all these mothers will have when the children make up their minds that things have got to be different," thereby suggesting the pathos as well as the hope involved in the struggle of new ideals with ignorance and conservatism. Those who look below the surface in the process of "Americanizing the foreigners" will see in that process the struggle between the new and the old in its most vital, concrete form, since it occurs in the arena of the home. The novelist has not yet portrayed this phase of the march of progress, though it has its tragedies without number.

The results of the housekeeping work in this case, however, have been very encouraging, and have shown that the people are ready for a higher plane of living. The children and their parents have become so interested in manual training that a petition was started in the neighborhood before the school closed, asking the board of education to equip the Seward school as a permanent manual training center for the Stock-yards district. A similar interest has been aroused in elementary housework and sewing, and the mothers of the girls who were in these classes intend to ask that these branches be made a part of the work done in the Seward school.

The departments of drawing and nature study also did excellent work. The first was in charge of Mrs. Fannie C. Dye, assisted by Miss Hazel Cowles. Instead of following

a rigid plan of work, the children were taught to observe carefully, and to represent in black and white, or in colors, the still life or the landscapes seen. One day the children were attempting to draw a barefooted boy who was standing upon the table. His torn hat and the bunch of cat-tails he held carelessly over one shoulder suggested a recent excursion to a typical Chicago swamp, a suggestion well borne out by the color of his feet. The boy might not have recognized himself in all the drawings, but some of them showed



A CLASS IN ELEMENTARY HOUSEWORK.

the characteristic features with a freedom that would have delighted Miss Locke's heart. The walls were covered with the children's work, some of which was quite remarkable, considering the limited time in which the pupils had had instruction.

The nature study, conducted by Mrs. Mary M. Boyce and Miss Edith Nelson, aimed to bring the children into direct contact with nature as much as possible. The meaning of the two excursions into the country, provided for each class, can only be appreciated by those familiar with the

unattractiveness and lack of pure air of the Stock-yards district. The excursions furnished material enough for many lessons, since the commonest wild flowers are unfamiliar to many of the children. In addition to these, however, plants, grasses and grains, and flowers and fruits were brought into the schoolroom. A large bunch of wheat and another of oats occupied a conspicuous place, both having served for several lessons, as but few of the children had seen them in this form. It is needless to say that the children's horizon was infinitely broadened by the work done.

The contact with nature was one of the main purposes of the kindergarten also, which was in charge of Miss Ottilie Reissenweber, with several assistants. The question is sometimes asked whether a kindergarten can be truly a kindergarten without the use of the technical means—the gifts and occupations. The question was satisfactorily answered in the affirmative in this case, the free natural expression of what the children had seen and experienced being the particular purpose of the work. The Froebellian spirit was in evidence in the eager, absorbing interest of the children, and its value to them in terms of happiness alone was unquestioned.

The social aim of the school was nowhere more noticeably apparent than in the work in civics. The practical realization of the patriotic feelings aroused by the opening exercises already alluded to, was effected by the Clean City Leagues, under the direction of Mrs. A. E. Paul, who has been working for some years to improve the sanitary condition of Chicago through her connection with the Civic Federation and other agencies of sanitary reform. Mrs. Paul believes that much can be accomplished by interesting the children in keeping the neighborhood in which they live clean, and that the parents can be interested through the children. With this in mind, Mrs. Paul asked the children the first few days of the session whether they saw anything about the locality that they thought needed attention. At first they did not see much, but by degrees their attention was called to sidewalks out of repair, streets that had not

been cleaned, garbage boxes that had not been emptied, and many other things which they had supposed a part of the necessary and established order. That all these things could be different if they wished them so was a new idea to most of the children, and a study of the city ordinances, with reference to the cleaning of streets, alleys, yards, and garbage boxes, followed. Each of the older classes was organized as a Clean City League, the members of which were asked to observe the condition of the neighborhood, and to bring in formal complaints of all violations of the ordinances relating to the cleaning of the city. These complaints were sent to the city hall and received prompt attention from the authorities. The members were also taught that each citizen should help the authorities by not making dirt or throwing paper or rubbish into the streets. This part of the work was expressed on the blackboard in Mrs. Paul's room by a series of "Don'ts," each of which was accompanied by its appropriate "Do." The following ones will illustrate their general character:

"Don't throw anything into the street. Garbage boxes are always at hand."

"Don't throw away banana skins; they are slippery. Give them to a horse; horses like them."

"Don't tear up waste paper and scatter it in the street. Your mother can use it in lighting her fire."

This work was reinforced by a talk from Dr. Reynolds, the City Commissioner of Health, who showed them that there was a relation between filth in the alleys and sickness in the homes. The interest which the children have taken in this matter has demonstrated conclusively that practical civics can be taught with complete success in the public schools. The sense of power which it has given the children has aroused their pride and self-respect, and it has shown the parents that a higher plane of civic and neighborhood life is within their reach, and only needs their effort to secure its attainment. The efforts made through the vacation school have resulted in a marked improvement in the sanitary condition of the neighborhood.

Many other points of interest might be added, but time forbids. The concert given by the children at the University of Chicago, with the lunch that followed on the campus; the reception given by the teachers of the school to the parents, at which the work of the school was explained in English, German, and Bohemian, and which was attended by a large proportion of the mothers and many of the fathers; the dinner given by Dean Bulkley, of the University of Chicago, to the teachers of the school, her students in pedagogy, and invited guests; the closing concert at Schumacher's Hall—all these must be passed over with this mere mention.

The results of the school have been satisfactory in the highest degree, both from the social and the educational standpoints. It has demonstrated beyond question that both parents and children eagerly welcome an opportunity for this kind of school work during the summer months, since over a thousand children were refused admission for lack of room, and it was necessary to issue a ticket to each child admitted so as to prevent outsiders from joining the classes in the halls. The possibilities in practical civic training as well as in that of housekeeping have been suggested. The so-called "fads," against which Chicago has directed so much energy, have justified their place in the curriculum, and the plea for the extension of manual training and the practical arts can be backed by an unanswerable argument in their favor. Nothing that the Settlement has yet undertaken will yield a more abundant harvest in the lives of the children and the homes of the district. It is not surprising that Superintendent Lane should say, "I believe that within a few years the board of education in every large city in the United States will recognize that vacation schools should be made a part of the public school system."

*Milwaukee State Normal School.*

## FRANCES HODGSON BURNETT AND CHILD STUDY.

EDITH GERMAINE.

A conversation with Mrs. Frances Hodgson Burnett can never be less than delightful and stimulating, for to her fertile, spontaneous mind and long habit of "thinking things out," she adds a naturally dramatic temperament, a charmingly unaffected manner, and a God-given instinct for expressing even the most everyday sentiments in pure, literary English. When a few days ago, therefore, I chanced upon what she is pleased to call her specialty, the mental and moral development of the young mind, I felt that I was in for a more than usually interesting chat:

Yes, I am a specialist in exactly the same way that an oculist or a patent-lawyer is a specialist. I quite realize now, that from the very moment I became a conscious being I have been studying the human mind. Mentality, character, have absorbed my attention to the too great exclusion, perhaps, of other things. Why, if you can start the human being aright, you have solved every problem of the universe. My belief is that the mental includes the moral, and that parents make the mistake of too long regarding their children as mere little bodies to be fed and clothed, when from the very beginning they are intellectual beings and should be treated as such. If you will trust this little brain, and carefully train it to think out and decide matters for itself, I know that it can be taught to arrive at reason, justice, and restraint by its own independent workings. All my life—I do not mean my married life, or my life since I have had boys of my own, but from the first that I can remember—I have tried to get at the minds of children; to reach their reason and make them think about things; and I have never failed to get results, even where they had been totally unused to having their mentality considered.

When I was only sixteen I happened to be stopping at a place where there was a whole family of neglected children. They were as untrained as puppies, only not so amiable, for they were continually quarreling and fighting. I began at once to mother them, and of course my first endeavor was to get at their minds, to appeal to their reason. I always inquired into the cause of their quarrels, and when there was a fight it used to interest me enormously to find out exactly where the blame lay and to help apportion justice. To my great delight, I found that I could bring my mind down to theirs—with the result that I set their brains working. As soon as they found that I was not trying to interfere, but was their friend and wanted to help them, they adopted my methods with enthusiasm, and gradually but surely grew into thinking beings. When unable to agree as to the ultimate right and wrong, they used to rush into the house calling for "Miss Fanny," and I would cheerfully leave my scribbling and talk the whole matter out to their final agreement and satisfaction.

Oh, children are such individuals! When my two boys were tiny creatures I began reasoning things out with them, and respected their mentality exactly as I respected that of grown-up people. I used to get right down on the floor, so that I seemed about as tall as they, look into their earnest little faces, and try to make them feel that they had in their heads exactly what I had in mine, and that that brain would work for them just as mine worked for me, only they must set it going along the right lines and then do what it said was best, and that not to make that great human machine work for them constituted the only failure in life.

I think that parents often make a great mistake by punishing children, instead of finding out and correcting the mental process which leads to any particular fault being committed. There may have been something going on in that little mind that would render any sort of punishment an injustice. So long as an act can be explained on any possible ground, I believe in "sparing the rod."

I so well remember an experience with my own two little

men. One spring I had with my own hands given their nursery a nice, pretty, fresh coat of paint. They had seen me at work, and were delighted with the result. But the next morning when I glanced into the room, I found every here and there great patches where the paint had been rudely scratched off. Now I know that is the ordinary thing for which children are slapped. But to me it simply presented a curious mental problem. I was not in the least irritated, but made a great point of finding what could have led them to do such an unreasonable, senseless thing. I presented it to them as an intellectual problem, and was really in dead earnest about it from that point of view. Like Rose Dartle, I wanted to find out their method, so I could use it upon them again.

"Didn't you want a pretty nursery?" I asked. Oh, yes, they did want a pretty nursery.

"Do you think these great scratched, unpainted spots beautiful?"

"Oh, no, they were very ugly."

And so I kept questioning them until the utter stupidity of the situation revealed itself to them, and they felt themselves in the position of ridiculous, silly little boys who had done a perfectly unintelligent thing. Now to my mind, that was just as effective and certainly as much of an education as a box on the ear. I have never found any question, mental or moral, that I could not present in a sufficiently simple manner for them to understand and reason about. Children are by no means slow to comprehend even your subtleties and sarcasms. Lionel was naturally a very imperious little person, and I noticed at one time that he had rather fallen into the habit of requiring Vivian to fetch and carry for him, and to assume the least pleasant part of all their small undertakings. So, as we were having a pleasant little chat one day, I said quite casually: "Don't you think it a little strange, Lionel, that God should have created one little boy to have all the pleasant things of life, that the very best of everything should come to him by right, and that he should never have any of the hard things to do? and that he



should have created another little boy to always give up what he likes best, to continually wait upon the more fortunate boy, to lift all the heaviest weights and run the longest errands?"

He looked up into my face a moment, a flash of intelligence came into his eyes, and with a smile of mingled amusement and shame he said, "Oh, mamma!" and buried his head in my lap. I do not say that he absolutely reformed from that hour; reforms in children are not brought about in a day, but he thoroughly comprehended and certainly improved.

Then, children may learn so much without their ever suspecting that they are being taught. Why, my boys used to come to my bed before I was up in the morning—I can see tiny Vivian sitting across my knee now—to listen to tales of Romulus and Remus, of Napoleon and William Wallace, of Washington and Franklin, and other heroes of peace and war. To have been denied these talks and stories would have seemed to them the most serious deprivation. I fully believe if the minds of youths are kept alive and interested in fresh and delightful things, they will pass untainted not only through boyhood, but through the more trying period of early manhood.

My first and last word is, start the mind working aright at the earliest possible moment; it is then bound to learn to solve all essential problems for itself. With this give the little ones love, love in full measure and running over. From the cradle to the grave the mother must constitute herself her child's most intimate friend.

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I NEVER saw a moor,  
I never saw the sea;  
Yet I know how the heather looks,  
And how a wave must be.

I never spoke with God,  
Nor visited in heaven;  
Yet certain am I of the spot  
As if the chart were given.

—*Emily Dickinson.*

## THE EVOLUTION OF A PRIMARY TEACHER.

### CHAPTER I.

KATE L. BROWN.

"YOU will expect me to take exception to many of your statements," said the Confirmed Growler, tranquilly settling himself in the steamer chair, and adding happily: "Of what earthly use is it to be a Growler unless you can object on all occasions?"

"We expect objections," replied the Primary Teacher, "and have therefore hardened our hearts; but give us a little light and we might possibly take another attitude."

"Then like St. Francis of Assisi, I am not compelled to seek listeners among the birds and beasts?"

"You think altogether too well of yourself," remarked My Lady, with calm confidence. "You go about with an air of great wisdom which seems to suggest that the rest of us are blind as bats; that we are altogether given to following the will-o'-the-wisp of our own imaginations rather than, let us say, the masculine penetration which alone solves the problems of the hour."

The Confirmed Growler smiled. "I am not so bad as you think," he replied, with genial frankness, "though I must confess that I illustrate the old couplet:

"I see the right and I approve it, too;  
Condemn the wrong and yet the wrong pursue."

"If you are really better than you seem," said the Primary Teacher, with severity, "why not help us? It is not difficult for us to see our own imperfections. We are already burdened with the sense of them. I never feel it more than when I look upon a scene like this. Here is a lovely, peaceful landscape absolutely restful in itself. It makes me feel as if I should be as restful in my own soul, and that my school should be a reflection of the same harmony."

"The scene before us is indeed perfect, and George and

Adelaide rioting in mud pies just below, only accentuate these qualities. It is curious how wide a difference exists between Nature's ways and our ways. I sometimes fancy that there will never be the least progress in the solution of our problems as long as this difference exists."

"Are we all wrong, then? I have had uncomfortable presentiments at times that this was the case. If you start for Montreal under the delusion that you are on the road to Texas, it helps little to smooth the difficulties of the way if it be not *the* way."

"It's not quite so bad as that," said the Confirmed Growler cheerfully. "The success of a journey is not reckoned by the miles one covers or even by the direction one takes. You and I going to London or Paris may be infinitely poorer than George and Adelaide jogging to mill with Timothy, and riding home on the meal bags."

"You mean that what we get out of it depends upon what we put in, or the spirit of the thing."

"Exactly so."

"That is at least no fragment of new wisdom," said My Lady, as she industriously darned the knee of a small stocking. "'There is nothing new under the sun,' was declared ages before the Anglo-Saxon race arose to conquer not only peoples, but Nature as well, and her forces."

"It is new in one sense," remarked the Primary Teacher, "for you never really *know* a thing until you experience it."

"True, my dear lady."

"Then if I am to be one with Nature I must actually work in her ways?"

"You have said it."

"Oh, dear!" sighed the Primary Teacher; "there's the beautiful serenity to begin with. I've watched this landscape from day to day. Nothing hurries, nothing frets. The grass grows in as leisurely a fashion as if it had forever to grow in. The clematis gives its frail frostwork of blossoms to the meanest stone wall as if it had an infinite blossoming to throw away. There's something so large about Nature! She is so lavish—giving all, asking nothing, and

doing everything in such a serene, motherly fashion. It makes men and their measuring infinitely petty."

"You have it," said the Confirmed Growler. "Harmony instead of discord; a large, free overflowing, rather than scant measure grudgingly bestowed. To my mind the kindergarten hints at this."

The little Kindergartner smiled and a delicate flush of appreciation deepened in her young cheek.

"But don't be discouraged, Miss Primary Teacher. That spirit is your inheritance as well. Indeed, it is one spirit running through the years of our life, out of school as well as in, that makes for education."

"I have one great desire," said the Supervisor, speaking for the first time. "I long to see the freedom and happiness of the kindergarten evident in the primary school. Contrast with this freedom the formality of a first-grade primary. Let me not be misunderstood. We find kindness, good discipline, real mental growth. But I realize a difference between *doing* with the heart and soul, and a more formal, less enthusiastic action."

"In the kindergarten a child works from love and interest. In the school it is too often because it is expected," said the Primary Teacher dolefully.

"I have absolutely no criticism against the kindergarten," said My Lady, "but I must say a word in favor of doing some things 'as a matter of course,' according to Anne Payson Call. Everyone has certain duties that would better be done without complaint or much discussion. I believe it to be one secret of sturdy character."

"You are right, dear, as usual," said the Confirmed Growler approvingly.

"I find it so in the kindergarten," said the Kindergartner. "Adelaide has always insisted that she *hated* the triangular tablets; but it has never occurred to me to excuse her from the exercises."

"Still, this does not alter the main point," resumed the Confirmed Growler. "If the kindergarten has begun to open our eyes to a rock-firm truth, it is because the kindergarten

has in some sense interpreted Nature—the trustworthy guide.”

“But *how* to follow—ay! there’s the rub,” said the Primary Teacher soberly.

“The only way to do a thing is to *do* it; there has never been a surer method invented. If we would work as Nature works we must *have* her central peace and harmony in our own souls. It is true that there are various obstacles in the way of the primary teacher. The kindergartner usually has space—a necessary condition for freedom in action. In the school, the larger the room, the more completely is it filled with desks and chairs. To be sure, President Eliot has said that no woman can teach more than thirty children to advantage unless she happens to be an angel.”

“You need not look so knowingly at me,” said the Superintendent. “I realize that Mr. Eliot is right. Am I not continually harping upon one string in my reports? It is you taxpayers who are responsible. Give us more money and we shall no longer be forced to crowd from fifty to seventy in one room. My sympathies are with the teachers. I consider the self-control and patience of the average teacher one of the marvels of this century. Neither you nor I could do as well, Mr. Confirmed Growler.”

“Yes,” said the Confirmed Growler, “women have what I have sometimes felt to be a perfectly *fiendish* capacity for patience and endurance. I have wondered if it would not have been better for men had this been less completely developed. Under different circumstances some of us might have been ‘up and doing’ a little more stoutly, rather than settling back in our easy-chairs and discussing the situation. But our aim is to see how the teacher may relieve and improve herself under present conditions. I believe that the primary teacher may halve her sorrows and double her joys, let her situation remain exactly the same. But to come to the main point: The teacher must have the same serenity in her soul, the same joy in growth, that we see in real Nature. *She* having it, the children cannot fail to have it; indeed, it is naturally alive in their souls. John Burroughs

says that we must have the bird in our *mind and heart* before we can find it in the bush. The learned body you have just left, Miss Supervisor, have declared that any true conception of Nature study will deal primarily with the affectionate interest in Nature at large, which already exists in childish hearts; this in distinction to piecemeal facts gained from a merely intellectual survey from the outside. I believe one wiser still has said, 'The kingdom of heaven is *within*.' There's no help for it! It must be within. If we haven't it we must get it. When a person really believes that, sooner or later he will find the way. I know what you are thinking about, Miss Primary Teacher. It is written on your candid face like an open book. You ask, 'How may I refrain from distracting rush; how may I take time—blessed time—as Nature does, when I have fifty pupils and thirty exercises a day?' You need not shake your head, Mr. Superintendent. I hear you preach to your teachers, 'Do what is best for the individual child. Do not compare yourself with other teachers.' But do you not also say, 'Miss — has finished so many primers,' or 'Your children are not quite so ready in getting out their words as many other schools are'? You thus place another obstacle in the teacher's way."

"If my thoughts are ruled by one motive—promotion—is not the greater thought crowded out?" said the Primary Teacher wistfully.

"You school men are repeating the old wrong of demanding bricks without straw," went on the Confirmed Growler. "You expect of a teacher a certain poise, a dignity that is conditioned upon freedom. Then you impose burdens which render this impossible to all save a few daring spirits who will not be quenched. Yet there have been souls more hedged in than you or your sisters, Miss Primary Teacher, you who are expected to be swayed with every wind of educational doctrine. Yet they were free spirits, because the freedom of strong and gentle souls was theirs. Like Nature, they scattered a thousand seeds; a few to spring up in immediate harvest, the greater number to lie dormant for the upward thrill of future resurrection days. If their *hands*

were bound to the immediate and the petty, their *souls* were above the rush and fret. They knew that the best development is rarely the swiftest. They had realized the patience of God in working through the ages for the perfecting of the human being. They knew that they did not work alone, that all forces which made the universe were with them. All time was theirs, and their work was a part of that magnificent stream of love and supreme effort that is gathering force with the ages. No work is complete, but somehow the world is being saved by those who carry the song in their hearts even if their hands be tied. So don't let us be discouraged, Miss Primary Teacher. If one can see but an inch ahead it is better to go that inch than to wait for more light. And the rest of us—we who say how things ought to be done, and we who growl because the millennium does not come faster—we might well walk with you."

#### MAMMA'S ANSWER.

MRS. IDA ROBERTS.

LITTLE Bess, with sweet blue eyes  
Opened wide in mild surprise,  
Dainty cheeks so soft and fair,  
With the dimples here and there,  
Curly locks of silken hair—  
Have you guessed, my little pet,  
Why your mamma loves you, yet?  
Is it for your winsome face,  
Or your ways of baby grace?  
Best go ask her, little dear;  
And methinks that I can hear—  
As she looks with loving pride  
In your blue eyes opened wide,  
And your face so sweet and fair,  
With the dimples here and there,  
Framed by locks of silken hair—  
Her softly say, 'twixt smile and tear,  
"Because you are my baby, dear."

## A NEW DAY FOR THE CHILDREN OF MICRONESIA.

FLORENCE URSULA PALMER.

**I**N June Miss Charlotte Beulah Logan left Buffalo, N. Y., to establish the first kindergarten in Micronesia.

Miss Logan was completing her course in the kindergarten department of the State Normal school of Buffalo, when she received a request from the American Board Commission of Foreign Missions, asking her to go to Micronesia as a companion and assistant to her mother, who is in charge of the School for Girls in the islands of Ruk. Plans were speedily arranged, and three weeks later Miss Logan was *en route* for San Francisco, carrying with her a supply of kindergarten materials, the first to be sent to any of the smaller islands west of Honolulu.

Miss Logan's past life, her trip, and the work she has taken up form a story worthy the pen of a "story-teller laureate." Twenty years ago, when Miss Logan was a babe two weeks old, Rev. and Mrs. Robert W. Logan, with their son and this little daughter, left America for Micronesia. Mr. Logan, of Oberlin College, Oberlin Theological Seminary, and Cleveland Medical College, had asked the American board to send him "to that field for which they found it most difficult to provide workers." They chose Micronesia.

The first five years of Mr. Logan's mission work were spent in the Ponape islands. From thence he went with his family to the Mortolock islands, where he was in full charge of the work. To know of that work one must know of the natives. The islands of Polynesia, which are to be found upon the map just north of Australia, are inhabited by two races of people, brown and black. To the former race belong the inhabitants of Micronesia. These natives are the most crude and uncivilized people upon the face of the globe. Living in a tropical climate, upon islands of rich soil, they not only give the world no exports, but they often



die for the want of nourishing food. They wear little clothing, save paint and ornaments, live in mud huts, and eat cocoanuts and bananas, when cocoanuts and bananas fall from the trees beneath which they are sleeping. They are cruel and treacherous. Only by the example of their own lives and by every kindness to the natives have missionaries been able to win their way into their confidence.

While in the Mortolock islands Mr. Logan, by listening to the articulations of the jabbering natives, slowly acquired their language, and wrote it out. He then translated a reader, geography, a few hymns, and the New Testament into the Mortolock language, which gave the first books to the 20,000 people in the Mortolock and neighboring islands. Before this work was completed ill health compelled him to return to the United States with his family.

But three years later Rev. and Mrs. Logan, with their children, were again on their way to Micronesia, where Mr. Logan opened the mission work in the Ruk or Hogolen islands. These islands are in the Caroline group. Here a church and school were opened, while the work of translating the Bible was continued. In 1888, while engaged in this work, Mr. Logan became seriously ill. No medical aid being within call of the islands, while yet in the prime of life, death closed his work. But the educational movement instituted by Rev. Robert W. Logan, like all great movements, still goes on.

The same year Mrs. Logan returned to the United States with her children. She still felt that the work of translating the Bible must be completed. The work could only be done in Ruk, and she and her children were the only Americans who had thoroughly mastered the language. One year ago Mrs. Logan left Buffalo for Ruk, leaving her daughter to complete her kindergarten course in that city. Thus it is that on June 7 Miss Charlotte Beulah Logan, a young woman of twenty, left Buffalo for Ruk, carrying with her the first kindergarten supplies ever sent to any of the small islands west of Honolulu. Miss Logan took such material as would be of practical use among children who

know almost nothing of civilization. Besides kindergarten materials she took flower seeds for a garden, and pictures, etc., to make an attractive kindergarten room. In Honolulu she procured a blackboard and low bamboo chairs and tables. When one considers that the little folks of those islands have never sat upon anything but a floor—a dirty floor at that—have never seen a railroad, a horse, or even a highway, the opening of a kindergarten among them carries a meaning only to be fully understood by a kindergartner.

Miss Logan sailed from San Francisco June 26. With fair weather she should have reached Honolulu about July 4. At Honolulu she would take the mission sailing vessel *Morning Star*, and after two long months of sailing, reach Ruk about September 1. If the *Morning Star* were a trans-Atlantic steamer the two months' journey would be shortened to two weeks. As it is, to keep in the winds, the *Star* crosses the equator twice, and, slowly wending her way westward, reaches Ruk in the early autumn. The *Morning Star* makes this trip once a year, and she is the only vessel that can be depended upon to bring mail and provisions to those who are working among the natives of Micronesia. Imagine the joy of those who push out their canoes to meet her!

Think of the mother, and the three other Americans—a Rev. and Mrs. Price and their ten-year-old daughter—who in September, when American kindergartners were beginning another year of work, welcomed Miss Logan and her big boxes of kindergarten materials to Micronesia.

Miss Logan carried with her the best wishes of every kindergartner in her native land. She carried with her the love of the little folks who have learned to know her at the kindergarten table, and whose willing hands have stitched and pasted a generous supply of presents for the Christmas of 1897 in their "brown baby kindergarten."

Furthermore, when the *Morning Star* touches Ruk on her next trip, she will bring the "brown baby kindergarten" more gifts, more supplies, and more good wishes, both for the little folks and their loyal leader.

## HOW SOME PARENTS' CLUBS ARE CONDUCTED.

MARY LOUISA BUTLER.\*

**T**HE formation of a club or society is dependent neither upon large numbers nor upon a retinue of officers. A constitution also is not essential, although it may be desirable, to the existence and activity of an organization. However, in giving a few hints for organized work among those interested in the best development of parenthood and childhood, a simple constitution has been prepared that can easily be adapted, with necessary changes, to the needs of the society or club wishing to use one. Believing, also, that much help is often received from knowing what some one else has done, a few items from the history of clubs already formed will be given.

One of the most informal clubs possible, is found in an eastern city and called the "Mother's Home Club." Its members are the father, mother, three sons, a daughter, and her husband. It was organized out of love and respect for the mother, and one evening each week is given to social enjoyment with her.

Not far away is another club where a few mothers meet weekly at one of the homes represented, and there discuss such questions as are of mutual interest, read the books found helpful in their everyday lives, and study the leading topics of the day as published in the daily papers. There are no fees, no constitution, no officers, and sometimes one person reads aloud while the others sew. Each mother buys one or two new books during the year, magazines are taken in some of the families, and these, with the daily papers, are mutually shared among the members of the society.

In the suburb of a large city is a magazine club. The object of this association is purely literary. Annual sub-

\*By permission, from "Handbook for Mothers," by Mary Louisa Butler; price 15 cts

scriptions for six leading magazines are made, from which topics are assigned, studied, and discussed at the monthly meetings. In addition to this a brief *résumé* of each magazine is made at every meeting.

In a western city is a larger club, of which one member writes: "Our meetings are very informal, and we have adopted no constitution, only a motto, 'The Child is the Hope of the Race.' At every meeting, except those where we have a symposium, or an address by an expert, a mother and a teacher present papers, followed by discussions participated in by mothers and teachers alike; and the time is always too short for all that we want to say."

A church club in a northern city has four officers—viz, a president, two vice presidents, and secretary. Instead of a constitution or motto, this society has the following pledge: "We agree to meet, unless providentially hindered, once every month, devoting our meetings to prayer and conversation respecting the religious training of our children. We also pledge ourselves to cultivate an interest in the children of each other, and in all the children of the congregation; to remember them as well as our own at the throne of grace; and in the event of any removal of our members from their families, to remember particularly their children both in prayer and such kindly offices as may be practicable and desirable."

Similar pledges have been found in other church clubs, both west and east, and in some places, once each year, the children of the church are invited to be the guests of the mothers in a social gathering where a short program precedes refreshments. Occasional evening meetings are held to which the fathers are invited. If each town or city could have a federation of such clubs, and annually gather in some public hall for a grand rally, the enthusiasm would be great and sectional lines rapidly disappear. All this could be done informally and with little expense.

A club, having a more general membership than any of the above, sends this item: "We decided by vote to make our association free, and solicit all who have the care of

young people to become members; also to have each church entertain the association by turns the first Monday in the month, and take charge of providing leaders, speakers, and topics."

In the formation of any club the question of dues or fees always arises. If a fee would exclude anybody desiring to be a member, then there should be no fee, and all necessary expenses should be met by contribution.

Passing to more formal organizations, the constitutions and by-laws, of which many have been examined, are found to be very similar, except in Article II, "The Object" for which the association is formed.

In many it is purely the religious training of children; in others educational, ethical, political, literary, sanitary, hygienic, scientific, etc., but in all there is the striving after something that will benefit mankind. In the annual report of one society there was found, in addition to the constitution, this pledge: "I promise to be loyal to this club, and always work for its best interest."

No set of rules can be formulated to suit all organizations. What has been done by one society may or may not be possible or advisable for some other. Each must determine for itself what shall be its object, and by what rules it shall be governed. Unity of purpose and consideration for others should be the motto for all, whether the object be to study child nature, motherhood, science, art, or any other of the great questions of the day.

When a society is large its work can be more easily managed and better results attained if there is formal organization. Let the governing rules be simple and a printed copy furnished to every member, so that there be a clear and full understanding of all that pertains to the work and aim of the association. Once well organized, any association finds itself face to face with great possibilities. Whether these shall ever be realized depends wholly upon its own action.

## A PANSY HOUSE.

LILLIAN M. CHERRY.

ONE fine evening, just before dark, a spider came traveling across the lawn and into the flower bed. She was very tired, for she had really come a long way for such a small spider. This house hunting was hard work, and she felt like taking almost any shelter, for the night at least. You see little Miss Spider was rather particular, for was she not all dressed in the most beautiful suit of white? Really white; nothing at all like the big brown spiders you generally see.

Now in the garden plot was grandma's choicest bed of pansies—separate groups of white, yellow, violet, deep purple; such beautiful, beautiful pansies! And what did the white spider do, but walk right up on one of the daintiest white pansies. She surely thought this was the house she had been searching for—pure white to match herself. She curled herself up on one of the velvet petals, first looping across the two edges of the leaf a curtain of finest gossamer. I suppose this was to keep her from rolling out of bed, or maybe so that the prying gnats and mosquitoes should not look in and disturb her sleep.

The pansy was glad to be of use to the tired spider. Though in the morning when the sun shone brightly and the pansy wanted to look right into his face with all her five petals, she could not do so as well as usual, for the "curtain" was still up, and her one petal half curled shut. Miss Spider evidently did not intend to move out, though she had never as much as asked what the rent of this house was, or made any arrangements with the pansy.

Along into the garden came sunny-haired baby Margaret to pick pansies for "Dranma." To be sure "Dranma" had not told her to; but the baby fingers always ached to be picking these lovely pansies, and of course grandma

must want a few picked every day. So she chose a few of each color, and lo! among the white ones went Miss Spider, "house" and all. Margaret did not know she was taking anyone's house, as she trotted into the house with her hands clasping the precious flowers.

Grandma did not chide her, but thanked her for the offering, and put all the pansies in a small glass dish on the dining-room table. By and by Margaret's mamma came into the room and stopped to get a close glimpse and a whiff of the pansies' delicate fragrance. She saw the curled-up petal, and inside our dainty Miss Spider. Margaret was called, and even grandma. How surprised and delighted Margaret was. "Oh, Mamma! oh, Dranma!" she cried, "what a pretty white spider! and baby picked its house, didn't she?"

So Margaret guessed the spider's secret. Several times through the morning and at lunch time the baby took a look at the "pretty spider" in her snug velvet bed. But in the afternoon, when Margaret came again, the pansy "house" was empty. Little Miss Spider had again gone "house hunting," and no one ever knew why or where. She left her gossamer curtain as payment for her rent to the good white pansy.



G. H. MASON.

THE HARVEST MOON.

## A CRITICISM ON A CERTAIN EXCESS IN KINDERGARTEN SYMBOLISM.

EMERSON E. STERNS.

IT is occasionally rather hard, in some of the minor outlying provinces of Froebel's teaching, to draw the line between what is true and useful on the one hand, and what is whimsical and even misleading on the other. In general the kindergartners of today quietly and sensibly ignore his more fanciful doctrines, but the writer of a paper\* on "The Plants of the Mother-Play Book" seems to wander unwisely far in some more or less Froebellian, but not the less dubious, bypaths of speculation and symbolism. A few quotations and comments will serve, I think, to justify this adverse criticism.

"Why" (the writer inquires) "does the number two, or its multiple four, invest its followers with the wholesome, though strong and pungent, qualities of the *Labiata* and *Cruciferae* families, shown in the highly flavored medicinal mints and savory herbs, and the wholesome water-cress, turnips, carrots, and other garden vegetables, with their simple cross-shaped blossoms?"

The water-cress and the turnip really have "simple cross-shaped blossoms" as do the other *Cruciferae*, but the mints and *Labiata* in general have notably irregular flowers, based on the number five, and no more "cross-shaped" than a dog's head with gaping jaws, while the carrot has a regular, five-parted blossom and belongs to the *Umbelliferae*, an entirely different order. On the other hand, the poppy and the clematis, two flowers which the paper cordially stigmatizes, are by nature "simple cross-shaped blossoms." In simple truth, the number two, or its multiple four, does not "invest its followers" with "strong and pungent qualities," or with any particular qualities whatsoever, anywhere in nature.

\* See the KINDERGARTEN MAGAZINE for April, 1897, page 658.



"Simplicity and regularity in number and coloring characterize the wholesome, pleasing flowers, while in the irregularly formed and strikingly and variously colored flowers we find our danger signals displayed."

Is this to be accepted as serious kindergarten teaching? The most irregularly formed and strikingly and variously colored flowers known to man are the orchids, and not an order is more thoroughly and universally harmless! The *Labiatae* are typically irregular in form and greatly addicted to spots and other striking variations in color, and yet of the more than two thousand species "not one is poisonous or even suspicious" (Wood). The *Leguminosae*—the immense and most useful pulse family—are all but universally harmless, and yet their flowers are especially irregular in form and often very striking in color. Are not sweet peas "beautiful and fresh and pure" and every way satisfactory in spite of their ideally irregular papilionaceous corollas and their various coloration? Are the irregular forms and striking and varied colors of pansies and balsams, nasturtiums and larkspur, really "danger signals"? The common jewelweed (*Impatiens fulva*) has an exceptionally irregular flower, and its quaint, brown-spotted orange coloring is far from simple, and yet the plant is perfectly harmless and a constant delight to observant childhood. On the other hand, the flowers of such really dangerous plants as poison hemlock (*Conium*), water hemlock (*Cicuta*), and poison ivy (*Rhus*) are characterized by perfect "simplicity and regularity in number and coloring."

"The clematis, which is shown growing with the poppy, is a dark purple, irregular flower, and belongs to the family which produces the deadly drugs of aconite, hellebore, and others. The mother is turning her back upon these flowers."

Why this unkind attack on the unoffending clematis? It is quite regular in form; it is of various shades of blue and white as well as purple; it belongs to the same order as the buttercup, the marsh marigold, and the lovely anemones, and it is perfectly harmless in spite of its drug-store cousins.

The common wild clematis of England is widely known as "traveler's joy" and the popular name of the genus in the United States is "virgin's bower"—good philologic evidence of the general esteem in which it is rightly held. In plain, honest, everyday fact, it is one of the most interesting and satisfactory of plants, and should not be recklessly and ignorantly traduced without an earnest protest.

"On the opposite side is another bell-shaped flower. This is more irregular, and has something of a swollen, repulsive, blotchy look. It is the foxglove, the digitalis, belonging to the family of *Scrophulariaceæ*, the name itself suggesting disease. It may represent a degenerate bell flower, a falling from the pure type, 'sweet bells jangled out of tune,' and may symbolize disease caused by a misuse of the powers of the body, which Froebel suggests in his commentary."

I regret to say that this whole statement has to my eye, symbolically speaking, "something of a swollen, repulsive, blotchy look," and seems sadly out of keeping with the true kindergarten spirit. Wood says of digitalis in more truthful and wholesome words: "Flowers in a long simple spike, large, crimson, often white, with beautiful eye-like spots within . . . A valuable medicine." Is it not passing strange that even a "mere scientist" recognizes beauty where a kindergartner, wandering in the bypaths of a dubious symbolism, discovers nothing better than repulsive blotches? The name of the order is derived from the use of the plant *Scrophularia* as a *remedy* (Hooker), and the slur upon it as suggesting disease is therefore singularly unfair. This oblique attempt to malign the plant under discussion through the name of its order is the more odious because its own names, digitalis and foxglove, are such pleasing examples of ingenious and significant nomenclature. In fact the whole paper is debased by repeated attempts to cast obloquy on certain plants because others of the same order have evil qualities. The truth of nature simply is that the most wholesome excellence may coexist side by side with potency for evil, not only in the same order but in the same

genus. As a striking example note that the delicious melons (*Cucumis Melo* and *Citrullus*) are own sisters to the intolerably bitter and virulently purgative colocynth of the drug stores (*Cucumis colocynthis*), whose drastic operation may even cause death.

"On the opposite side is the tiger lily, not suggestive of purity as the spotless white lily, but flame-colored, spotted, with a re-curved stem, not turning its face upward, but downward to the earth—a lily, but a lily gone wrong."

Is it really anything against the tiger lily, or the lily of the valley, or the violet, or the fuchsia, or the dicentra, or various other charming flowers, that they droop their heads instead of holding them erect? Is flame-color in any real and true sense degraded in comparison with snow-color? Are the spots on the tiger lily, or the leopard, or the peacock's tail, or the butterfly's wing, any proof whatever that something has "gone wrong"?

I will refrain from further citation and only touch with queries a few additional points. Instead of heaping up so much vague, far-fetched symbolism, why not seek rather the fresh and living facts of nature? Instead of a fanciful theory, why not accept the actual truth that some of the "wholesome, pleasing flowers" are simple and regular in color and form, like wild roses and cherry blossoms, while others are highly complicated, in both respects like pansies, sweet peas, and orchids? Instead of claiming that every plant injurious to health "wears a drooping, melancholy aspect" and "conveys a kindred impression to the taste and smell," why not frankly admit and teach that a pretty, aspiring vine, climbing sturdily heavenward, may be the useful hop or the favorite woodbine (*Ampelopsis*), or it *may* be the noxious poison ivy? that some of our most dangerous plants have regular, simple, innocent-appearing flowers? that the poisonous berry of the deadly nightshade (*Atropa*) gives no warning of its fatal nature by "aspect, taste, or smell" (Wood), but on the contrary presents to unsuspecting childhood the attractiveness of a luscious black cherry? Instead of censuring the columbine for its drooping head

and girding at its "dark and hidden places," why not observe that the "coiled spurs" are nectaries, honey-filled, and not in the slightest need of the "direct rays of the sun"? Instead of imagining some special relation between the cow and the dandelion, symbolized by the milk, why not see that the connection is purely fanciful? that the plants really related to the cow and her milk are grass and clover which have no milky juice, and that the milk of the dandelion is equally shared by scores of other plants which are thereby equally related to the cow—that is, not at all? Why imagine that there is some peculiar symbolic meaning in the skyward gaze of the white lily, when the Canada thistle and many another vexatious weed or poisonous plant aspires heavenward even more conspicuously? Why not realize, in general, the absurdity and contradiction of a symbolism that sees in the poppy at one moment, correctly enough, an emblem of rest and sleep, but at another can only discern in it "unwholesome, enervating, deadening suggestions," an "unhealthy green" color and a "disagreeable odor"?

In short, why not turn to nature herself, to the glorious realm of plant and animal life which spreads in every direction far beyond the walls of the kindergarten, and offers to teacher and to child an inexhaustible array of curious and beautiful truths, of actual, interesting, and significant facts, which it is a pity and a shame to distort and obscure by the erratic vagaries of a frivolous and fanciful symbolism? What a blessing it would be if the kindergartners of America would give themselves very earnestly to discerning the *real* nature and meanings and relations of God's infinitely various handiwork, and would carefully lay away in some dark and hidden place the greater bulk of that harvest of *symbolic* meanings which flourishes most rankly when a surplus of fantastic imagination is combined with a plentiful lack of actual knowledge!

## WHEN LITTLE KAREN FALLS ASLEEP.

FLORENCE A. HAWLEY.

WHEN little Karen falls asleep,  
A dream-elf comes and tries to peep  
Into her eyes, then starts to creep  
Beneath their gold-fringed curtains deep.  
And on the rose-lined curtains there,  
With just one tiny finger fair,  
He paints the strangest pictures rare—  
Which make the baby's blue eyes stare!  
No wonder! for the colors bright  
He stole, the imp, from heaven's sunlight;  
The rainbow tints in merry flight  
He caught, and keeps them all the night.  
All fairy flowers, a tiny bird  
Whose song he paints so it is heard—  
The dream air by the rainbows stirred  
To melody, with ne'er a word;  
And sometimes little pussies queer,  
With wee bells swinging from each ear,  
And blinking bunnies, too, appear  
Ready to play with baby dear.  
And now the dream-elf laughs in glee,  
And hugs his toes; then on his knee  
He softly goes, for he must flee.  
The baby winks—safe out is he!  
A sunbeam bright has broken in  
And taps on Karen's rosy chin;  
He's come for rainbows that have been  
Stolen from heaven, which he must win.  
And so he kisses Karen's eyes,  
Which open wide in soft surprise.  
One rainbow, then another, flies;  
The dream-elf's happy mischief dies.

## PUBLIC KINDERGARTENS OF NEW YORK CITY.

### PROGRAM OF WORK OUTLINED BY THE SUPERVISOR.

**T**HE following outline of work prepared by Dr. Jenny B. Merrill, supervisor of the public kindergartens of New York city, is reprinted from the "Manual of the Kindergarten" just issued by the city superintendent.

#### MORNING TALKS AND STORIES.

The morning talks and stories should occupy about twenty minutes at the beginning of the day. The subjects are suggested by the changing weather, the seasons, the holidays and events of interest to the child in his home or school life. The following outlines will assist the kindergarten in the selection of appropriate topics based upon the months. Occasionally the morning topic may be illustrated by the work throughout the day, but this is not recommended for general practice.

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**SEPTEMBER**—Underlying thought: HOME. Controlling principle: FROM THE KNOWN TO THE UNKNOWN.

**TOPICS.**—Children's summer experiences in the country, in parks, and at the seashore; grass, trees, flowers, birds, fishes, toads, frogs, grasshoppers, and other insects; animals seen on the farm; animals seen in the park; feeding animals; sounds animals make. Our homes; our family; our playthings; our pets; our food; our clothing. Our kindergarten room, its furniture and decorations; the flag on our school; our country; a simple patriotic song.

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**OCTOBER**—Underlying thought: NATURE.

The beautiful is the best means of education for children, as it has been the best means of education for the human race.—*Froebel*.

**TOPICS.**—Fall flowers; birds flying south; falling leaves, their colors; bare trees, twigs; how little children in the

country gather nuts; acorns; chestnuts and their burrs; the squirrel; the sun; the moon; the stars. Refer also to topics for September.

**NOVEMBER**—Underlying thought: THANKFULNESS FOR HOME, NATURE, SCHOOL, COUNTRY.

For the fruit upon the tree,  
For the birds that sing of Thee,  
For the earth in beauty dressed,  
Father, mother, and the rest;  
For Thy tender, loving care,  
For Thy bounty everywhere,  
Father in Heaven, we thank Thee.

**TOPICS.**—Colder and shorter days; fires; wood; coal; warm clothing; wool; the sheep; our shoes and overshoes; leather; rubber; the cobbler; the cow; milk and butter; other good food; fruits, grains, etc., leading to the thought of harvest and Thanksgiving. A letter from our president about Thanksgiving day. Going to grandma's. The turkey; the duck; cranberries, pumpkins, etc.

**DECEMBER**—Underlying thought: LOVING AND GIVING.

Do unto others as you would have them do to you.  
It is more blessed to give than to receive.

**TOPICS.**—Very cold and very short days; the sun gets up late and goes to bed early; snow; water; ice; Jack Frost; frost on sidewalks and window panes. Santa Claus' little helpers; gifts for our friends; the Christmas tree, where it comes from, who cuts it down, who brings it to New York, its branches, needles, trunk, roots, etc.; Christmas bells.

**JANUARY**—Underlying thought: NATURE AND MAN'S WORK.

Work makes us cheerful and happy,  
Makes us both active and strong;  
Play we enjoy all the better  
When we have labored so long.  
Gladly we help our kind parents,  
Quickly we come at their call;  
Children should love to be busy—  
Yes, there is work for us all.

**TOPICS.**—Happy New Year; the holidays, our dolls, toys, and picture books; home; evergreens; sawing off branches of the Christmas tree for decoration of the kindergarten, the trunk for a flag pole, etc.; how the tree gives us wood; wooden objects in the kindergarten; the carpenter; his tools; the sawyer; iron for tools; the miner; snow; snow stars; the starry sky; ice; icicles; sleds; sleigh bells; horses; horseshoes; the blacksmith.

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**FEBRUARY**—Underlying thought: OUR COUNTRY; BRAVERY.

Red, white, and blue,  
Strong, pure, and true.

**TOPICS.**—Longer days; the sunny South, where the birds have flown; our colored friends who live there; the "land of cotton," cotton cloth, sewing cotton, cotton wadding in boys' caps, etc.; picture of a cotton field; President Lincoln's birthday; a log-cabin schoolhouse; our flag; our country; our president; our first president; Washington's birthday; brave soldiers; brave children; patriotic songs.

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**MARCH**—Underlying thought: GROWING.

March winds and April showers  
Bring forth May flowers.

**TOPICS.**—The wind; dust; cleanliness; the weathervane; the pinwheel; the kite; the windmill; the miller; the baker; ships; sailors; tall masts; climbing; the carpenter and his tools; tall trees; bare branches; twigs; wood; rising sap; maple sugar making; our veins; our blood; sprouting vegetables; budding twigs; bud cradles; baby buds; birds returning; nests; homes; baby brothers and sisters.

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**APRIL**—Underlying thought: SUNSHINE AND SHADOW (Laughing and Crying).

Waken, sleeping butterflies,  
Burst your narrow prison;  
Spread your golden wings and rise.  
Flowers, too, have risen.



**TOPICS.**—April showers; rain; sunshine; shadows on the wall, on the floor, on the sidewalk; sunshine and shadow in our faces; clouds; thunder; rainbows; buds; early flowers; birds; nests; bird songs; eggs; baby birds; worms; caterpillars; cocoons; butterflies.

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**MAY**—Underlying thought: **HAPPY DAYS.**

See the fair blue sky is brighter,  
And our hearts with hope are lighter;  
All the bells of joy are ringing,  
And our grateful voices singing.  
What is this the flowers say?  
The flowers say 't is lovely May.

**TOPICS.**—Spring flowers; spring vegetable; bright colors; sowing seeds; planting seeds; the farmer; his tools; iron; the miner; May walks; Maypoles; the wheel; the mill wheel; the miller; the baker; potted plants; watering plants; garden tools; the gardener; Memorial day; marching; our flag; our soldiers, our president; our country; patriotic songs.

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**JUNE**—Underlying thought: **COUNTRY LIFE.**

After dandelions, buttercups,  
After buttercups, clover;  
One blossom follows another one,  
Over and over and over.

Away, away, away among the blossoms,  
Away, away, away, the summer time has come.

**TOPICS.**—Roses; strawberries; sunshine; rain; long days; sun rises early; shadows; fleecy clouds; wool; pictures of sheep and lambs; hen and chickens; the cow and calf; grass; green leaves; moss; sand; shells; pebbles; Coney Island; Central park; other parks; trees; ducks, swans, fountains, bridges, etc.; animals in Central park; feeding animals, etc.

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Come forth into the light of things,  
Let nature be your teacher.

**JULY AND AUGUST**—Teachers, children, parents and friends are invited to make collections of natural objects during the vacation for use in our kindergartens and pri-

mary classes. Some objects are needed in large quantities, as each child is supplied with a handful—as shells, pebbles, acorns, small cones, watermelon seeds, pumpkin seeds, feathers, etc. Other objects are needed for the cabinets and for decoration—as chestnut burrs, cross sections of wood, large cones, milkweed pods, mosses, lichens, cat-tails, grasses, pressed ferns and flowers (especially buttercups), cocoons, birds' nests, wasps' nests, etc.

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### THE FERRY OF SLEEP.

HENRY A. JEFFRIES.

THE Ferry of Sleep is lightly moored  
To the Drowseaway shore of Night,  
And the fairies of sleep  
Softly out of her creep,  
When gone is the wide-awake light;  
For the wide-awake light runs down the high hills,  
And over the beautiful sea.  
Then the fairies so fleet  
Take each a child sweet,  
And away, far away  
Through the moonlight and spray,  
In the Ferry of Sleep,  
To the Island of Dreams  
They sail far away.

When the wide-awake light from over the sea  
Draws near to the Island of Dreams,  
Then the fairies they fly  
To the ferry near by,  
Ere the wide-awake light on them beams.  
Each takes a sweet child, the ferry soon fills,  
And breezes from Dreamland blow free.  
How smoothly they float  
In their shadowy boat!  
Far away, far away,  
Through the starlight at play,  
In the Ferry of Sleep  
That so wonderful seems,  
They sail far away!

## A PIGEON GAME.

MAUD LINDSAY.

**T**HE game of the pigeons was so much enjoyed by the children of one kindergarten, that possibly other little folks may like it too. It was presented in connection with the "Play of the Pigeon House," and I tried to catch something of the thought of bearing and sharing good news—the telling of sweet and loving things—which makes that play so beautiful.

In the game all the children represent pigeons, while one is chosen as special bearer of glad tidings. After the rest have selected homes in different parts of the room, and gathered in families, in flies the messenger, and lighting before the nearest pigeon house, sings:

I have something sweet to tell you:  
All the world is glad and gay;  
Let us tell it to the others,  
Happy comrades in our play.

Immediately the pigeons from that home join him, and they circle about, singing,

Tell it over, all day long,  
Pleasant news in pleasant song.

Then to another home, where the song is repeated, until, in rhythmic evolution, every child is drawn into the game and made a sharer.

I have adapted the simple words to the "Wandering Song," on page 263 of "The Songs and Music of Froebel's Mother-Play."

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OVER the whispering, golden sheaves  
Cluster the many-tinted leaves;  
The diamond dewdrops change to pearls;  
O'er reedy pools the wild duck whirls;  
Burns the sun in the west too soon;  
Eolus pipes a gayer tune;  
Ringed with gold shines the sickle moon.

—Charlotte L. Dewey.

## MOTHER-PLAY BOOK STUDY QUESTIONS.\*

### THIRD SERIES. II.

SUSAN E. BLOW.

#### *The Lesson of the Children on the Tower.*

1059. To what favorite thought of Froebel's does the motto of this song call our attention?

1060. Give other Froebellian statements of this thought.

1051. Give statements of it by other writers.

1062. What application of the thought is made in the present game?

1063. How many games are reviewed?

1064. To what gifts does the song allude?

1065. Do you understand that Froebel intended that *only* the games and gifts mentioned should be reviewed, or do you understand that this particular review is intended to suggest others?

1066. Is it well from time to time to look backward?

1067. May even the little child be helped to grasp his life as a process by such backward glances?

1068. Describe in detail the four divisions of the picture.

1069. Why do you suppose the grandmothers, rather than the mothers, take the children visiting?

1070. What is the significance of the visit?

1071. What constitutes the charm of genuine social intercourse?

1072. What happens to families who keep too much to themselves?

1073. Can there be a healthy family life without a healthy social life?

1074. What do you think Froebel intended to suggest by the impulse of the children to climb the tower?

\*Contributors to this department are requested to write each question in full with its number, followed by the answer. Also to place name and address at the top of each page of manuscript, the same to be carefully numbered. Also to fold the manuscript for mailing, instead of rolling it.—EDITOR.

1075. Why does he contrast with this the wish of the grandmother to stay in the church?
1076. Was the impulse of the children right or wrong?
1077. How do you explain the fall of the tower?
1078. How do you explain the escape of both grandmother and children?
1079. Is aspiration always good?
1080. May it lead to *unwise* acts?
1081. In general does Froebel believe in *rapid* or *gradual* transitions?
1082. How do you explain the warning in the concluding lines of the song?
1083. Will you read in the "Reminiscences of Froebel," by Baroness Marenholtz, the conversation with Frau Ense, and state if it throws any light upon the "Children on the Tower"?
1084. Do you think it possible that Froebel intended to hint that all remains of mediævalism in Christianity must be destroyed?
1085. Do you find a possible connection between his thought and that of Goethe in "Faust," Part II, Act 8?
1086. What peculiarity of form distinguishes this play from those preceding it?
1087. Can you recall any analogues to Froebel's procedure in the works of great poets? If so, name as many as you can recall.
1088. What great philosophic truth underlies this poetic procedure?

## ANSWERS TO QUESTIONS.

(From Mary J. B. Wylie, Buffalo, N. Y.)

1022. What is inner collectedness?  
I think it is the individual reaching out and touching God in holy worship, alone or with others, anywhere, with no ceremonial or with all ceremonials. It is wholeness of life. It is UNITY.
1033. Is the presence of the whole in feeling what we really mean by religion?  
Henry More, a Christian philosopher of the seventeenth century, thus summarizes it:  
"The true religion springing from God above  
Is like its fountain, full of charity,  
Embracing all things with a tender love,  
Full of good will and meek expectancy;

Full of true justice and sure verity  
 In voice and heart; free, large, even infinite,  
 Not wedged in straight particularity,  
 But grasping all things in her vast, active spirit."

1038. What dangers are incident to such gestures as folded hands, bowed heads, bended knees, uplifted eyes, etc.?

Childhood being shallow and inexperienced, unless rightly led and influenced, may *form the habit of acting worship*, and grow up without the blessedness of the recognition of God, and devotion to him.

1039. In view of these dangers, should you recommend discarding these gestures? Give a reason for your opinion.

No. Religion is for communion with individuals as well as for communion of the human family with the Heavenly Father, and outward expression is the connecting link between individuals whose emotions have the same source. A soul-bound religion has no value. Religion in embryo is faith in the mother by the child. It is apprehended through the senses of the child, when the mother gives expression outwardly of the spirit of God within her. If she is filled with the free, universal grace of God, he will imbibe it with the food drawn from her breast. She satisfies his needs when she helps him through gesture to an outlet for his full heart.

1041. Have you ever seen a child spontaneously assume a quiet attitude and fold its hands?

I have.

1042. What should such an action tell you?

To respect his worship and leave him in peace.

1046. What is sleep?

It is "tired Nature's sweet restorer," which separates us from the workaday world and fills anew the fountain from which we draw fresh health and pure thoughts.

1047. What is its significance?

It is a foretaste of heaven in the suffering it lulls, the anguish it banishes, the time it cancels, and the illuminating visions it flashes on the soul. It is a universal blessing.

1048. How do you explain the many statements in the Bible that God appeared to men in sleep?

Men's dreams are visions of their daily thoughts. No man can dream of higher or brighter things than lives in his work. God appeared to these men in their sleep, because he filled their thoughts when they were awake.

### HOW AND WHY.

How does the bluebird know it is spring?

How do the bluebells know when to ring

Music for the fairies—tune upon tune?

Why do the dear little pinks come in June?

Who taught the robin to fashion his nest?

And where did he get the red on his breast?

Where do the leaves find their green? who knows?

And what makes the fragrance of the rose?

KINDERGARTEN ROOM.  
THE COLORADO STATE NORMAL SCHOOL.\*

J. F. DANIELS.

THE essential features of a modern schoolroom make it impossible to begin the decoration of the room as one would decorate an ordinary room. Then, too, the use of one room instead of a suite gives us another problem.

At the State Normal school of Colorado we began with these things in mind:

1. The child is young.
2. The child is a long time in the one room.

Order, simplicity, and a sparing use of color were guides.

The color key is a gray green, beginning at the ceiling with a very light tint, carried down the wall to the picture molding, making the ceiling and frieze one tint without using a cornice mold.

From the frieze mold, or rather the picture mold, which is nearly two feet from the ceiling, a darker green or gray green, which is still lighter than any spectrum hue of green, is carried down to a molding about five feet below, on which drapery (burlap) is hung. Perhaps this is a trifle too light in tint.

Now we have considered the wall down to the black-board, and in our kindergarten room we have very little use for the board; so beginning a few inches above the board we draped a green burlap about fifty inches wide. This left a narrow uncovered space just above the chalk trough, which space we filled with velour wall paper, giving the effect of a deep red plush (nearly maroon).

Crape paper of the same shade would have been good, or any soft shade of red.

\* The following descriptive sketch was prepared by Mr. J. F. Daniels, of the State Normal school, Greeley, Colo., for the Hon. Grace Espy Patton, Superintendent of Public Instruction of Colorado. The KINDERGARTEN MAGAZINE receives the sketch through the courtesy of Professor Patton.

It is an experiment to put red in a schoolroom, but it is not offensive in this room.

The lower part, or dado, is finished in natural butternut or some light wood.

The window shades are green on one side and buff on the other, the buff side out.

The burlap drapery is hung on a small square strip and the deep red molding is fastened on this strip (through the cloth).

This mold at the top of the drapery supports one large picture which fills one side of the draped space of the room. I mean that it is large enough to satisfy one that nothing else is needed on that wall.

From the mold on the other sides, plaster casts (ivory tint) are hung against the green drapery. And in one corner a bracket supports a cast of the Laughing Boy, behind which a dark green crape paper is arranged for a background.

There is a large portfolio in the room, in which mounted pictures are kept. These are for the most part in color, and "tacked" with paste on boards about 22 x 28 inches.

The mounting boards vary in color, but most are gray and buff or manilla. There are, however, other good colors which we have just found in the samples of paper-stock manufacturers, but which we have not yet used.

These mounted pictures are hung on the burlap, wherever the teacher pleases, by means of show-card pins, and can be put away again in the portfolio at any time.

Nearly all the picture or plaster subjects are of interest to children, and have story and action.

The whole room is a trifle too clean in effect, not too cold.

"Clean" is not the word, and "chaste" is not the word.

It may be worth noting that the real picture mold is just above the blackboard, and that whatever is hung there is not too high for little children.

All lights are soft, and no pure white surface is in the room.



## CURRENT WORK—NEWS—REPORTS.

**A Chicago Playground.**—At a mass meeting, called by the Bureau of Associated Charities early in June, the needs for the summer, of the city's children, were given especial attention. Among other projects for their help and betterment was suggested the establishment and maintenance of playgrounds in the crowded parts of the city. The long vacation, so great a blessing to those who can leave the town for woods and streams, is not considered so unmixed a blessing to the working mothers, whose children must now spend all those hours upon the street. And it is not the quiet street of a residence neighborhood, but the busy one where traffic begins early and continues late; where the electric and cable cars add their constant menace, and where the school of wickedness and crime takes no vacation. To establish and maintain some resort for these children seemed little less than a necessity. A committee was appointed, and having presented the matter to the board of education, were granted the use of one of the school yards in which to make the experiment. The situation was excellent for the purpose—the Washington school, on Morgan near Ohio. The neighborhood is occupied by a law-abiding and industrious people largely of Scandinavian origin. Every rod of ground is covered by dwelling or manufactory, often many stories high and many families deep. If there is a spear of grass within a circuit of half a mile of that school it was hidden from the search of the committee. Having obtained the ground, the problem was to make it *safe* and *attractive*. Toward the solution of the first half of the problem the committee were greatly aided by the janitor of the school, Mr. Ackerman, who entered with enthusiasm into the scheme and was its constant friend and efficient helper. It was the hope of the committee to furnish a kindergartner who should be present the greater part of the time to guide the children and to lead their play in the direction of unconscious instruction. But this scheme, after the first week, was abandoned for want of funds. Then Chief Kipley came to our aid and detailed a man from his force who was most peculiarly and remarkably adapted to the work. His discipline was kindly, but all improper language, quarreling, or smoking was against Policeman Onthank's "manual of order." For the solution of the second half of the problem was needed *money*. Here arose our friend in need, Mr. — (he refuses to have his name published) who gave what was at that juncture wealth indeed—\$25. To this was added by various interested friends gifts of lumber, sand, rope for swings, cedar blocks, hammocks, croquet, and boxes for playing "house." The swings, sand, and cedar blocks were the prime favorites, and the castles, bridges, and boats which these cedar blocks built give hope for the coming architects and carpenters of Chicago. Two of the swings were fitted out by Mr. Onthank with "boats"; that is, a dry-goods box in which eight or ten little children could stand, was strengthened and fastened from the four corners to the swing by stout ropes. These "boats" always contained a joyous crowd. Sometimes they were miners descending into the mine, sometimes the crew of a wrecked vessel just coming to land; anything which the fertile brain of a leader suggested, and the resemblance was not necessarily very exact for their

imaginations to seize upon it. One day a mother with her little two-year-old and the grandmother stood by the gate while a member of the committee was watching the games. "We never can get the baby past the yard; she will come in to play in the sand," said the mother. "Yes," added the grandmother, "they learn more here than they do in school. They learn to get along with each other." Is not that really the acme of education—"to get along with each other"? It would be impossible to give an exact estimate of the daily attendance at the yard, because the children were constantly coming and going. There have often been 275 at one time in the yard, and the number rarely fell below seventy-five. In the morning were numerous baby carriages with the attendant elder sister, who halved her labor and doubled her pleasure by letting the baby play in the sand pile while she "built a house" or "kept store." Almost always there were some mothers present or knitting on the sidewalk, while the little ones played in the yard. And it was not the children of kindergarten age and less who were the only happy children. Larger boys or girls filled the swings or played croquet or threw the quoits, all learning that great lesson of "getting along with each other." On the whole the committee feel that the experiment has demonstrated the feasibility of establishing similar playgrounds in other parts of the city. The work does not belong on the list of charities, but it is eminently a part of the education of this vast number of children who are turned upon the streets every June. Is it not possible that this is the solution and improvement of the "vacation school"?—*Caroline S. Wygant, Chairman Committee.*

**An Open Letter.**—Of all the wonders to be seen in your great "white city" during the fair, none made a more vivid impression upon my mind, or left a more ineffaceable memory, than the effect of the mammoth search lights placed upon the roofs of the marble palaces of art and industry. There was nothing hidden that they did not reveal by their searching rays, albeit there were only objects of bewildering beauty for them to disclose; had there been unseemly sights or loathsome spots to fall upon, their merciless rays would have revealed them as clearly as they did the delicate tracery of ornamentation upon the buildings, and the statues that seemed instinct with life for the moment, standing forth so clearly against the dark dome of night. Memory recalled those search lights continually during Miss Susan E. Blow's address to our graduating class on the 17th of last June. Her subject was "The Kindergarten Ideal," and she made it a moral and educational search light that laid bare many of the excellencies and defects of the kindergarten system as applied today. She seemed to search the soul of every kindergarten teacher and student, as with her magnetic and compelling eyes upon them she said: "There are two very specious and plausible heresies creeping into our kindergartens: one may be called the sugar-plum and the other the flower-pot education. The first implies that the child must be coaxed and cajoled. To interest the child the teacher does everything for him, and when she does not succeed she concludes there must be something wrong with the child. She would be nearer right if she should say: 'Unless I can hold the interest of the child I am a failure.' The second heresy is the flower-pot education. It is to separate the child from other children and then impress him with your own activity. Froebel first, last, and always studied the self-activity of the child. The kindergarten is many sided. This is its greatest merit and its greatest danger. Some try to teach too much by illustration. When you are obliged to illustrate and illustrate, you are trying to make the child grasp something beyond his

comprehension. Froebel's idea of continuity was the correct and natural one. His idea was that nothing was to be forced into a child or through the child, but that he should be encouraged to force out his own inner life. All children think in a detached way. Froebel planned exercises in which the child should overcome the discontinuity of his own thought, but it is appalling the way kindergartners are misconstruing this. They are connecting things which have no connection. You are in the kindergarten to apply the child's self-activity to his own development. Don't have a Hiawatha 'core,' or any other 'core.' The kindergarten does not leave the child to follow the course of his own wavering influences, nor does it seek to mold him to some fixed form. Each activity of man may be explained by descent or ascent. The child and man are constantly making things over to suit themselves; as destruction is the first thing by which he stamps himself upon the world, so imitation is the first means by which he takes the world unto himself. What Froebel says is, '*Learn* all you can, *be* all you can, and then consecrate yourself to childhood.' I believe Froebel alone has solved the woman problem. He connects the ideas of higher education for women and the basic ideas of consecration to childhood." If any of us are doing any of the things Miss Blow censures as false and pernicious, we may gratefully say: "Faithful are the wounds of a friend," and profit thereby.—*Mary Stone Gregory, Principal Utica Kindergarten Training School.*

**Patriotism among Kindergartners.**—Some months ago the Patria Club of New York city, an organization devoted to the promotion of good government by educational means, offered a prize of \$50 for the best exercise designed to develop genuine patriotism among kindergarten children. A large number of kindergarten instructors in various parts of the country competed for the prize. The successful contestant was Mrs. Harriet W. H. Greene, of Herkimer, N. Y. The exercise standing second in point of general excellence was that submitted by Miss Marie L. Cushing, of New Rochelle, N. Y. Miss Cushing is a daughter of Lieutenant Cushing, the hero of the Albemarle affair. Other exercises of special merit were submitted by Miss May MacKintosh, Weehawken, N. J., Miss Margaret E. Houston, of Indiana, Mrs. Gregory, of Utica, N. Y., Miss Katherine Roof, of New York city, Miss Katherine Beebe, Evanston, Ill., Miss Burd, of Yonkers, N. Y., and Mrs. C. Hagerman, of New York city. An exercise sent in by Miss Cora Mattice, of Buffalo, consisted in part of an elaborate and admirably arranged piece map for teaching the historical geography of the United States, and another by Miss Isabella Hart, of New York city, included an excellent life of Washington in outline, suited to the comprehension of little children. The prize exercise follows the national year, beginning with the historical incidents leading up to Thanksgiving, then the February days, commemorating the lives and services of Washington and Lincoln, the course ending with the events clustering about Memorial day and the civic responsibilities of all citizens. The Patria Club will publish this prize exercise, and possibly one or two others from the number coming next in order, for general distribution among kindergarten instructors throughout the country. The plan proposed is a novel one in educational methods, but it is believed that its utility and practical value as a means of laying the foundations of good citizenship will be generally recognized.

**California Froebel Society.**—The September meeting of the California Froebel Society, held as usual in Silver Street Kindergarten, proved to

be of great inspiration in the adornment of the school home and the wider study of art as a culture force. Mr. W. K. Vickery read an interesting paper upon the proper selection of pictures, arrangement of background, etc., afterwards illustrating his remarks by a collection of fine pictures suited to hang on kindergarten walls. The speaker advised the use of painted burlap in lieu of the more delicate ingrain paper—the former being artistic, and more easily freed from disease germs by repeated washings. Kindergartners are warned against the too frequent overcrowding of walls. The child's eye is caught and held too often in its search for freedom, for space; and to this fact may be due much of the nervousness found during school life. "To omit is one of the things a kindergartner ought to know. Value wall space as others value pictures. Select good pictures, but do not overcrowd them." Mr. Vickery presented the thought that "it is a curious fact the kindergarten has not yet created an art of its own, or, more properly speaking, there are no pictures specially painted for kindergartens. You have pictures created for a different purpose. Pictures made for grown-up people have to serve for children. This will not be always so, and I think the time is near at hand when pictures will be made specially for your use." Mr. Vickery closed his remarks with an earnest appeal to teachers to fit themselves to be worthy judges of art, and competent instructors for impressionable young minds.—*Kate F. Banning, Sec'y.*

**Dutch Cooking Schools.**—Holland takes first rank on the continent in the matter of public cooking schools. Amsterdam, The Hague, and Rotterdam have well-equipped domestic training schools, which provide courses of study of one and one-half to two years, giving diplomas for the entire domestic science of conducting a household—cooking, family cooking and special, washing, ironing, dusting, house cleaning, darning, dressmaking, machine sewing, mending, and the study of materials used. The entire school and living rooms are taken care of as applied work. Dutch cleanliness is everywhere evident. The cleaning of the hearth is an especial feature of the Dutch cooking school, the test problem of the school, as it were. As soon as a student scouring at her andirons can catch sight of a clear reflection of her own flushed face, she is filled with a just pride. The theoretical teaching covers the following branches: foods, food stuffs, hygiene, and kindred topics, marketing, domestic science in connection with chemical and natural science by experimental phenomena, and domestic bookkeeping. Each of these studies holds one year, and is presented in simple elementary form, always with practical application, but touching upon all essential points. Separate courses are given in such studies as cooking, washing, and ironing, attracting many outside students. There is also a special course of instruction in preparing food for the sick-room and for soldiers' fare. In each large school a simple kitchen is provided for the school children, where elementary instruction is given. Two by two the students cook for four persons, taking turns at different assigned dishes until each has made the whole series. They work two and one-half hours each day cleaning utensils and learning the care and economy of the use of dishes. Quiet reigns in the cooking school during lessons. Not a word is exchanged that does not bear directly upon the lesson. Only those who complete the two years' course are allowed to take the final examination which secures the diploma. All examinations are given in one of the three cities—Amsterdam, Rotterdam, or The Hague, and lasts four days. The first day is given to written examination, the second to oral, and the third to test cooking. The fourth day is given to the examination of such students as are candidates to become teachers. The depart-

ment for the training of cooking teachers covers the same period of study, with severe criticism during the two years. Frequent opportunity is given to teach and oversee the work of others, and great care is exercised in the matter of technical terms and expression. After the first half year's training they are given charge of the children's cooking classes, and finally become assistant teachers for one quarter in the various branches of study, closely following the work of the regular head teacher. Evenings they are called upon to present some subject of regular work to the students in order to secure practice in class speaking and the answering readily of class questions. Numbers of children from thirteen to fourteen years of age are busy daily in the house from 9 to 4 o'clock helping in the practice work of the students or being taught by the normal pupils in such subjects as cooking, handling of laundry, or cleaning of rooms. So the children of folk are given opportunity to get a little training before they are obliged to go out to work and earn. The work of the Dutch domestic schools is well unified, although answering many different purposes. There is everywhere evident a clear objective purpose—viz, to develop a sturdy, sterling, adequate youth. In Holland the ideal of womanhood is domestic, and the government furnishes the means to attain this ideal.—*From the German.*

**Noon Hour in the Kindergarten.**—I have been thinking during the last year that we owe a duty to our assistants in the kindergarten, which we have, at least at times, forgotten. During the morning work it is well that we should consider our children first, and I believe that by thinking first of our children and setting a good example we do help our assistants in the best way. Our meetings with the young ladies once or twice a week, or a few moments each day for inspiration and unity in our work, are of inestimable importance. But is there not something else that we can do, particularly for the ones just entering the kindergarten work? It seems to me that those of us who are fortunate enough to have our helpers remain to luncheon should endeavor to make that "lunch period" civilized as well as a restful, happy time. I was a little troubled several times last fall, when a child returned for a marble or a penny, left behind, or for another "good-by," that we, the teachers, should be seen by the natural little imitator sitting about eating out of boxes, and after Christmas I did manage to take a clean tablecloth to kindergarten at least every other week, to make something hot on the day of teachers' meeting (having more time than other days), and frequently to invest in a quart of milk. The effort was entirely worth while, and this year I hope to do a little better. It is needless to say that we *are* busy people, and we want to make things as easy as possible. However, if we have things conveniently arranged, in strength it need cost us but little, and with a very little planning it need be in no way expensive. We are fortunate in having a small gas stove in our kindergarten. To those who have nothing of the sort I would suggest that I saw an attractive miniature oil stove in a window near our settlement for sale for \$1.50. A teakettle can be had for a dime, and a tiny strainer makes a very respectable "tea ball." A two-quart pan, cocoa, sugar, and milk serve us for chocolate. Eggs we found quite easy to boil, and, with salt and pepper at hand on our luncheon shelf, "*warm* boiled" were a pleasant dish. Dry toast came in occasionally, and a glass of jelly was nearly always at hand to "help out." The settlement kindergartners I am quite sure could have the necessary dishes. To others I should say, each one bring a cup, spoon, and small plate. One or two knives will be found to answer very well. To dismiss promptly is an important point. Then invite one of the young ladies, who perhaps has least work to put away,

to assist in the lunch preparation. The response, I am sure, will be grateful. Directors are many times full enough of their children, of their solved and unsolved problems, to be satisfied to take a noon meal of bread and water—I was going to say, standing; that was not true; they are usually quite willing to be seated. But we should not expect people to plunge way into the kindergarten in a day or a week. Truly, that would not be natural. Meanwhile let us attempt to come a little nearer meeting those entering this large field, on their own plane, and remember that in many cases a hearty noon meal, comfortably served, has been the custom.—*Meta Burdick.*

THE removal by Governor Tanner of Mrs. Florence Kelley as factory inspector for Illinois, and the appointment to that position of a man whose ability to fill the place is not questioned, but whose relations with at least one large manufacturing corporation are questionable, has aroused much comment from the friends of the child-labor law, which Mrs. Kelley has so ably policed the enforcement of during her tenure of office. That Mrs. Kelley was removed simply for political reasons, in accordance with the party spoils system, might be a matter of sincere regret to the devotees of civil service ideals; but should the appointment of her successor be proved to be for political reasons only, the record at Springfield could not be justly condemned as altogether corrupt. However, if, as the investigation seems to warrant, the present factory inspector is such for the reason that a large Illinois factory defies the child-labor law, and Mrs. Kelley's efforts at its enforcement, by securing her deposal and his appointment for the avowed purpose of the evasion of the law in order to compete with the trade by the employment of cheap child labor, then the friends of childhood everywhere are quite justified in a most severe and public expression of condemnation. The *Chicago Times-Herald* has taken the trouble to investigate the history of Mrs. Kelley's relations with the Illinois Glass Company and the Glass Company's relations with the present appointee. In 1894 Mrs. Kelley found that the Glass Company had in its works two hundred boys under fourteen years of age, whose employment was altogether in violation of law, and four hundred more under the age of sixteen, without certificates as to their schooling, etc., such as the law required. The company protested that the child-labor laws of other states were not enforced against glass companies, and gave Mrs. Kelley to understand that the company could not and would not carry on its business if the law was enforced in Illinois. Regarding the declaration that the glass factories in other states violate the child-labor laws with impunity, the *Times-Herald* states that this is in a large measure true, but attributes it to the fact that the inspectors in other states who have tried to enforce the law against the glass works have, like Mrs. Kelley, lost their positions. Much of the work in glass factories, it explains, can be done by children barely old enough to start to school. The cheapness of the child labor creates, of course, a motive for its employment not easily resisted, parents as well as employers being ready to ignore the children's need of schooling and the physical evils resulting from employment within a few feet of furnaces at whose doors the temperature is 1,200 degrees fahrenheit. But whatever might be the profitability of the child labor either to the factories or the parents, Mrs. Kelley was determined that the law should be obeyed, and, with the support of Governor Altgeld, finally secured its supremacy. When Governor Tanner was elected, two candidates for the factory inspectorship presented themselves from the city of Alton. Senator Sparks, of that district, is reported as saying, "Tanner told me from the first that

we could name the factory inspector." The candidate appointed had the indorsement of the officers of the Glass Company. Hence the belief that the child-labor law will be leniently enforced.

**Hawthorne's Child Character Phoebe.**—The following excerpts from "The House of the Seven Gables" gives an exquisite picture of child character and activity which teachers and parents may contemplate with pleasure: "Little Phoebe was one of those persons who possess, as their exclusive patrimony, the gift of practical arrangement. It is a kind of natural magic that enables these favored ones to bring out the hidden capabilities of things around them; and particularly to give a look of comfort and habitableness to any place which, for however brief a period, may happen to be their home. . . . 'At any rate, it never was my luck to see her like among them, nor, for that matter, anywhere else. I've seen a great deal of the world, not only in people's kitchens and back yards, but at the street corners and on the wharves, and in other places where any business calls me; and I am free to say, Miss Hepzibah, that I never knew a human creature do her work so much like one of God's angels as this child Phoebe does!' . . . She was very pretty; as graceful as a bird, and graceful much in the same way; as pleasant about the house as a gleam of sunshine falling on the floor through a shadow of twinkling leaves, or as a ray of firelight that dances on the wall while evening is drawing nigh. . . . It should be a woman's office to move in the midst of practical affairs, and to gild them all, the very homeliest—were it even the scouring of pots and kettles—with an atmosphere of loveliness and joy. Such was the sphere of Phoebe. . . . Angels do not toil, but let their good works grow out of them; and so did Phoebe. . . . The reality and simplicity and thorough homeliness of the girl's nature were as powerful a charm as any that she possessed. . . . There was a spiritual quality in Phoebe's activity. . . . Growing as they did, however, out of the old earth, the flowers still sent a fresh and sweet incense up to their Creator; nor could it have been less pure and acceptable because Phoebe's young breath mingled with it, as the fragrance floated past the window. . . . Whatever she did, too, was done without conscious effort, and with frequent outbreaks of song, which were exceedingly pleasant to the ear. . . . This natural tunefulness made Phoebe seem like a bird in a shadowy tree; or conveyed the idea that the stream of life warbled through her heart as a brook sometimes warbles through a pleasant little dell. . . . It betokened the cheeriness of an active temperament, finding joy in its activity, and therefore rendering it beautiful. . . . Now Phoebe's presence made a home about her. . . . Phoebe and the fire that boiled the tea-kettle were equally bright, cheerful, and efficient, in their respective offices. . . . Phoebe took it up cheerfully, as she did everything, but with no sense of a mission to perform, and succeeding all the better for that same simplicity. . . . The life of the long and busy day—spent in occupations that might so easily have taken a squalid and ugly aspect—had been made pleasant, and even lovely, by the spontaneous grace with which these homely duties seemed to bloom out of her character, so that labor, while she dealt with it, had the easy and flexible charm of play."

**A Bit of Personal Testimony.**—I would like to tell thee some of the ways in which kindergarten work has helped me. I am now fifteen years old, and I entered the high school this year. I started in kindergarten when I was five years old, and went there for two years before I went to private school. I think my kindergarten teaching helped me in

many ways. 1st, The system of music teaching by the chart of colors taught me to carry a tune, which I could not do before. 2d, Going to kindergarten taught us to be orderly in school, for our teacher gave us a little slip of paper every day that we were good, and when we had twelve of these she gave us a card as a reward of merit. 3d, It taught us to be generous, as we always shared our lunch with each other. 4th, It trained our memory when we hardly knew it, for when we thought we were just playing games we were unconsciously strengthening our memory. One game of this kind was played by all of the children forming in a ring, and one child's eyes being blindfolded, then another child left the ring and hid. The other child then opened her eyes, and she was to tell which child had left the ring. 5th, It taught us how to make the different colors, and what colors to use together. I think this was very useful. 6th, It taught us to be observing when we were out of doors. Our teacher often asked us what kind of trees or birds we saw on the way to school. I think this was very helpful, for you enjoy life so much more when you see the beauties of nature. 7th, I think it gave us the habit of being industrious and not always spending our time in play. 8th, It also taught us to be neat as well as accurate in our work, especially in the zephyr work and the making of mats. I liked best our molding in clay, as we could then use our own ideas in making things.  
—*Sara B. Conrow.*

THE opening of the public schools of Brooklyn marks the beginning of two experiments. In the overcrowded sections of the city two distinct sessions a day will be established. Each session will have its separate pupils and teachers entirely distinct, though doing the same work. This experiment will be watched with interest by educators all over the country. It seems to offer many advantages to the children of the tenement-house homes that they have not enjoyed, because the division of school time made it impossible. The introduction of the kindergarten in Brooklyn has met one rebuff. The committee established high standards of specialization, in addition to the requirements of the law as to general education. Comparatively few of those taking the examination passed, and not enough of those who passed the examination would take positions at the fixed salaries—\$550 for directors and \$350 for assistants, with a gradual increase to \$750—to open the number of kindergartens planned by the committee. The committee and the school authorities face the fact that they must increase salaries or lower the requirements for kindergartners. The intelligence of the school authorities in Brooklyn will doubtless result in the increase of the salaries. Every kindergartner is required to have had a training in a training school satisfactory to the Superintendent of Public Education and two years' experience in kindergarten work to be eligible to a director's position. A lower standard would be fatal to the experiment. The Brooklyn schools show a steady upward progress; they do not have to lose time in undoing the results of bad methods, stagnation, and indifference, as do the New York schools.—*Outlook.*

**Summer Kindergartening at the University of Minnesota.**—Miss A. Stella Wood, training teacher for the Minneapolis Free Kindergarten Association, gave a very practical and interesting course of lectures upon the "Mother-Play" to the kindergarten department of the summer school. The course was illustrated by one of the association kindergartens conducted by Miss Adams, of St. Paul, formerly of Chicago. The children were brought in an omnibus from another part of the city, and the daily ride to the beautiful grounds added one more attraction to their kinder-



garten. The large room in Armory Hall and Miss Adams' strong personality enabled her to keep the children happily unconscious of the presence of visitors. Next year the association will support five kindergartens in the public schools of Minneapolis. Slow, but sure, is their motto. Miss Minnie D. Ashbrook completed the senior course in kindergartening with Mrs. John Ogden, August 21. Miss Ashbrook has been a successful kindergartner for the last two years and has proved the possibility of taking a kindergarten course in successive summer vacations. Mrs. Ogden opens a free kindergarten in the S. C. A. building on the university campus the first Monday in July, each summer, and the month of earnest work which precedes the opening of the summer school is invaluable. Trees, birds, and a running brook are delightful accessories. Morning circle under the trees, followed by playing in the sand and brook, or sewing cards out of doors, is a pleasant change from the indoor kindergartening which our long winters render necessary.

**Poetic Feeling.**—It is evident that there is an increase of poetic feeling among teachers everywhere, and a tendency to express the same in the daily intercourse, not only of pupils, but fellow men. The following page is taken from a midsummer letter written by an eminent public school worker, which adds testimony to this statement: I have been here a week in this sleepy, sleepy world of green slopes, blue lake waters, and distant violet peaks. I yawn all the time, though nine or ten hours portion is my nightly stipend. Work seems utter folly when one can lie and dream with only a bird song or a distant rooster's triumphant declaration to break the charmed silence. I go on rambles, trying to remember Dr. Clara's parting injunction, "Not too long walks, Katie dear." Clarence, aged five, is my occasional companion. He is a handsome, gleeful little faun-spirit, a neighbor's child, and I enjoy him. I wish he wouldn't say "By Dosh!" at every other breath. He calls me "Dat stoolma'am," which I don't mind. I never saw a more absolute incarnation of the earth spirit, the pure nature child, than this same elf. We discover all kinds of things in the roadside coppices; the last one was a baby brook.

'T was just as wide as my two hands;  
It skipped along o'er yellow sands.

Clare jumped down in it and waded proudly about. I envied him, and may follow his example some day when we can find a more secluded place.

**Vesper Service on the Express Train.**—While riding recently on a Western express train, the editor became interested in a family party across the way. Father, mother, and four children were *en route* for "grandma's." The baby boy was a year and a half old, and three sisters were older by ascending steps. We were riding through a beautiful country. At sunset time the mother put baby to sleep on a further seat, while the father and girls held their vesper song service. One kindergarten song after another was chosen, and an occasional gospel hymn in which other passengers joined. The father knew all the words, and sang with great enjoyment and enthusiasm. When the younger child lost herself playing with the golden-rod and grasses, he reminded her gently that this was singing time. When words were slighted by the older one he stopped long enough to make them plain to her, and then went on. It was evident that the family singing hour was a regular program, and the selections varied from Christmas carols to "I know the song that the bluebird is singing." The mother came back to the little group and all

joined in a "Hush-a-bye Baby," thus putting the little sister to sleep, also. The scene and the song of this family group spread a harmony through the entire car. When a kindergartner, who was tempted out of her own quiet corner, joined the company, the children welcomed her with a "Good-morning to you," and baby sister put the bouquet of golden-rod quietly into her hands.

**Berlin Schools Progressive.**—During the coming year the pupils of the sixth grade of the public schools of Berlin will have eighteen hours instead of twenty-two per week for regular school work. The four hours thus gained are ordered to be filled by manual and physical training, providing that parents do not object. The manual training is understood to include the Froebel occupations and hand work, and the physical training to include the action plays and games of Froebel. The latter were regularly provided for in the course of study for many years under the title of circle games, carried on in all the lower grades of the public schools. In commenting upon this important provision Dr. Eugene Pappenheim, of Berlin, says: If this plan is carried into effect, it will be a great step toward uniting the school and the kindergarten. Teachers of lower grades will find it necessary to know the Froebel theory and practice, must read the literature, visit the kindergartens, and will demand special courses of training. One chief benefit will be that the Pestalozzianism which pervades our present teaching will find its higher application in Froebellian methods; another, that the large classes of sixty children will necessarily be subdivided."

THE Woman's School Alliance of Wisconsin has the following work outlined for its Parental Committee: Parental visitors shall be appointed by the chairman and secretary of the Parental Committee. Their duties shall be to visit the homes of such children as are referred to them, ascertain the condition of the family, whether shiftless or thrifty, number of children of school age, ability of mother to sew, repair, and keep in order the children's clothes, and whether the father is unwilling or unable to support the family. They shall also, if necessary, instruct the family in ideas of personal cleanliness, report cases of neglected sickness to the city health department, and return to the secretary of the committee a report of same. To the mother or child they shall also give an order on the distributing room for such clothes as they deem necessary to insure the attendance at school of each and every child of school age. The Parental Committee shall keep constantly in mind the need of legislation in bringing about an improved condition of the schools from their point of view. It shall be the aim of this committee to encourage and support all legislation tending to a betterment of existing conditions.

**Farewell to Mrs. Durham.**—A reception was given to Mrs. John Stevens Durham, on Thursday afternoon, Sept. 23, by the Philadelphia Branch of the International Kindergarten Union. It was a most enjoyable affair, and one that will long be remembered. The library of the Philadelphia Normal school, which was used for the occasion, was beautifully decorated with golden-rod, palms, and other growing plants, and festoons of smilax. As Mr. and Mrs. Durham will shortly sail for Santo Domingo, where they intend residing, the reception partook of the nature of a farewell. The affair was a noteworthy one, being attended by many Philadelphians prominent in social, civic, and educational circles. Among those present were the many kindergartners whose work for many years past has been so earnestly and untiringly directed and assisted by Mrs. Durham. While the spirit of her work will remain a liv-

ing inspiration to all who are laboring in her chosen field, the departure of Mrs. Durham will leave a gap in the community. Mr. and Mrs. Durham will bear with them the cordial wishes of all who know and feel the wide influence of their work.—*Emilie Jacobs.*

**Games for Public Schools.**—In an address on the subject of Play, given before a Chicago Teachers' Institute, Mrs. Alice H. Putnam said, in substance: The sense plays of the kindergarten are not the best selection of games for public school use. While guessing games and sense plays are good for making the children quick and ready, they do not give as much return for the time spent as do the trade and occupation games. I urge the extended use of such as the farmer game, blacksmith, carpenter, and baker, as these give the children social experiences, and an appreciation for the work world about. Instead of having one carpenter or one blacksmith in the game, as is frequently the case in the kindergarten, the primary school children may select four or six or a dozen, and so give a larger number opportunity to play. Do not mind if the children do not sing all the words, or even if they do not sing vigorously while playing. But do see to it that you play with them, rather than superintend their playing.

THOUSANDS of children all over this broad land are carefully educated in dishonesty. Fathers and mothers have no hesitancy whatever in making their children shrink into the smallest position, in order to save car fare; or in the home games of cards, authors, etc., will cheat just for fun; buy meat and other articles of food, consume them, and when the bill is presented, declare they weren't fit to eat, get a reduction, or not pay at all—and all this known to their children. In later years a young man defaults or embezzles in some responsible position, and the world is called upon to sympathize with the poor old white-headed parents. See that your children play absolutely fair and honest, watch over their play when they are unconscious of it, and never fail to insist on every possible motive being fair and honest in every way. When your neighbors' children join them, do all in your power to let them understand the rules of your house, and you are more than likely to meet with a good, healthy response from every child.—*Fannie Schwedler Barnes, New York.*

**From Rockford, Ill.**—We have a mothers' class which has been at work but six weeks, but numbers about twenty-five interested people—one a primary teacher. We have a president, secretary, and leader. The secretary takes very full notes which are a part of the minutes, and, being read at the next meeting, benefit any who may have been absent from that meeting. We are studying the Mother-Play Book, and as a proof of their interest, have expressed a desire to write abstracts on each song. We also have a question-box, that inquiries may be made impersonally. As side attractions, questions such as home occupations, courtesy, habits, government, etc., will be discussed. Songs will be learned and the mothers kept in sympathy with, and understanding of, the work going on in kindergarten. The MAGAZINE has given us some helpful articles and suggestions, and trust it will continue to do so. This class is in connection with a private kindergarten. The directors of each public kindergarten hold mothers' meetings once in two or four weeks, and there is also a child-study circle in the city.

**A Froebel Round Table.**—My impressions from the lessons learned at the round-table meetings have been of a most delightful and elevating character; though at times I have felt an inability to grasp all, still

the uplifting has been of great benefit. The Froebel system of working from within outward, and bringing to light the natural possibilities and characteristics of the child, seems to me to be the *true* way, as being of divine origin; they truly inherit the divine qualities such as love, wisdom, justice, and truth, that are as natural to the child as is the fragrance to the rose, and only want to be recognized and nurtured to bloom as the *perfect* plant. The helps from the study of the "Mother-Play" and the lectures we have had, together with the interest and perfect coöperation of all members, have been most practical and recall this thought from Longfellow: "Honor to those whose words or deeds thus help us in our daily needs."—*Mrs. Conway.*

THE round table, besides presenting many valuable suggestions on the interpretation, development, and government of the child, has helped *me* in other, and I think no less important, ways. No doubt we have all felt at times the truth of these lines of Matthew Arnold:

For each day brings its petty dust,  
Our soon-choked souls to fill;  
And we forget because we *must*,  
And not because we will.

I feel that the broadening spirit of the round table lifts us above this choking dust, and gives us a purer and better air to breathe. The hours spent at the meetings have been *rest*, and their influence has been strengthening, physically, mentally, and spiritually. This influence, I cannot but know, will be felt both now and hereafter in the lives and characters of my children.—*Mrs. Dunlap.*

**Child and Rainbow.**—"We had a beautiful storm today; the rain came straight down in big drops, until the water was rushing tumultuously through the sewers, and then just at sunset there was a rainbow and a clear pink and blue sky. We were all on the porch when we heard a child's voice calling, 'Oh, mamma, see the rainbow; such a beautiful rainbow!' and over on his porch was our little neighbor. He has the sweetest, clear, high-pitched voice I have ever heard in a child, and he stood there for at least fifteen minutes singing a Sunday-school hymn, the words of which we could not understand, talking to himself, and all the time gazing up at the sky. Sometimes we would catch a word, and several times I heard him say: 'Such a beautiful, beautiful rainbow,' and then begin singing again—rising high and clear, occasionally—and then sinking again to a murmur to himself. It was the prettiest picture I've seen in a long time."

THE following letter, with its delicate but deserved compliment, was recently received by a woman of consequence in educational fields, who promptly forwarded it to the editor: "*Dear Friend*—A notice appeared in the paper, stating that you stand at the head of the profession of kindergarten work, and as we desire to establish a kindergarten in connection with a training school for young children, we ask you to kindly assist us in the work by writing an article setting forth the advantage of such a course, as the advantage of such work is not well understood here outside of P. Hoping you will aid us in educating public opinion, as your experience appears to be extensive, I will gratefully thank you, in the name of humanity. Very truly, etc." Now, if the marketable service above requested had been rendered at regular rates, the bill might have read \$25 and all expenses.

THE New York *Commercial Advertiser* dips its oar into educational matters by commenting as follows upon the action of the New York

Board of Education in appointing a special supervisor of kindergartens: "Two years ago the idea of having a trained expert as supervisor of kindergartens was a horror to the majority of the board of education; the superintendents looked upon kindergartens as a fad, and so did the commissioners. Today all this has changed; no subject is receiving more careful attention or calling out harder work, and if the whole school machinery is not put out of order again by the November election this difficulty will soon be cleared up, together with the many others in regard to which the present board of education, backed as it is by the best sentiment in the city, has done much to dispel prejudice and begin an advance which has possibilities of such measureless value to the mass of citizens."

THE following stanza, parodied to the familiar song of the "Little Travellers," was sung as the farewell of an outgoing kindergarten training class, last June:

Farewell, sturdy travellers, going to your home!  
 Tell us, sturdy travellers, whither would you roam?  
 We would go to Working Land  
 Where people all are working. (Repeat.)  
 Farewell, sturdy travellers! God with every one:  
 God with the leaders of our band, until their task is done.  
 We would go to Working Land  
 Where people all go working;  
 Climbing toward the happy land  
 Where people all are loving!

THE Oberlin (Ohio) Kindergarten Training school announces the following lecture course in addition to the regular work: Adelia A. F. Johnston, Architecture and Art; dean of the woman's department; professor of mediæval history, Oberlin College. Henry Churchill King, Four Great Inferences from Modern Psychology; professor of philosophy, Oberlin College; professor of theology, theological seminary. Frank Fanning Jewett, Light and Color; professor of chemistry and mineralogy, Oberlin College. Charles Beebe Martin, History of Ancient Art; professor of Greek literature and classical archæology, Oberlin College. George Whitfield Andrews, Music; professor of organ and composition, Oberlin College. The association hopes to secure lectures from at least one eminent kindergartner during the year.

MISS ANNIE HOWE writes upon her return to her Japanese kindergarten work: "I am once more in the land of my adoption, and in the midst of preparation for work. I found the Glory Kindergarten in very good condition, those left in charge having evidently made it their study to keep things as I left them. They gave me a 'welcome meeting.' Many of our old pupils, all of the present ones, fathers and mothers and other friends came, and it was all delightful. Then we have had the annual *alumnae* meeting of the graduates from our training school, and I have spoken to two assemblages of kindergartners in the government schools, and already feel in the swing of life out here. But America was an inspiration. Oh, you people don't know your advantages! the fulness of life there for anyone who will take it! And *none* of you can appreciate it all until it blazes upon you again after long years of deprivation."

A SUBSCRIBER propounds the following questions: "Is there a kindergarten in the United States where the exercises are conducted in French and German for the purpose of teaching these languages?—of course I mean among American children. Is this method approved of by authority? If not, at what age should the study of languages begin?" The

KINDERGARTEN MAGAZINE for February, 1897, and April, 1897, contained small items of a kindergarten in Minneapolis and one in Buffalo, in which varying methods of instruction in French have been pursued. Doubtless other kindergartners have experimented in the language work, and a symposium of suggestions might be volunteered to answer these questions.

MISS NINA VANDEWALKER has been appointed to conduct the kindergarten training department of the Milwaukee State Normal school. Miss Vandewalker has been identified with elementary and kindergarten work for a number of years, and has done much to promote the kindergarten cause in her own state of Michigan. She has spent the past year and a half in the pedagogical department of the University of Chicago, following closely the course of work conducted by Dr. John Dewey. Miss Vandewalker is well equipped for the normal school work, and we congratulate the cause, because of her taking so direct and active a part in the work of the coming year.

I FIND YOUR KINDERGARTEN MAGAZINE of very great practical benefit in my work. In striving to become a thorough teacher, I never studied harder than I now do to become a true mother, and these magazines have given me wonderful insight into the best methods. My mother being a faithful student and follower of Froebel's ideas, I was reared in that wholesome atmosphere, and it is a matter of keen regret to me that so few mothers have this knowledge or are willing to make any effort to obtain it. Let me thank you heartily for the study course with the Mother-Play Book; it is just what I've been hungering for and failed to find elsewhere, and find abundant and immediate use for it all in training my own children.—*Mrs. Harriet R. MacPherson.*

CHINESE women always nurse their own children. The idea of giving them cows' milk or goats' milk would be exceedingly repugnant to them. Notwithstanding the contempt in which girl children are held, they are carefully looked after in a superior Chinese household, being prettily dressed in yellow, red, or green, these being considered the three fortunate colors. Their heads are entirely shaven, with the exception of three tufts of hair, which are always plaited and tied up with a red silk thread. Their favorite game is battledore and shuttlecock, played with the feet. On the whole, Chinese parents are very indulgent and kind to their children, especially until the latter attain the age of reason.

IT looks as though in the near future the school yards in all the centers of all the large cities would be used as neighborhood playgrounds in out-of-school hours. Children should have play room, and there seems no other way for them to be provided for in this regard. Vacation schools will be urged as a regular feature of the public school system of large cities. There can be little question but that something of the kind is a necessity, but there is a possibility of so freighting the tax rate with the multiplicity of annexes as to cause a serious public reaction. The vacation school, however, will be experimented with in some of our large cities at once.—*School Journal.*

IN Illinois, at least, child labor in factories is diminishing in consequence of the rigid enforcement of the factory law, so that in 1896 there were but thirty-seven children in each 1,000 employes. Mrs. Kelley states the result of her study as follows: "The presence of children in manufacture seems to be of less importance, both to their fellow employes and to their employers, than it is usually assumed to be. The

injurious effect of the work upon the children themselves cannot, however, be too strongly stated; and the younger the child, the greater the probable damage, whether from the physical, the moral, or the industrial point of view."

"THE Silver St. kindergartens, established in San Francisco some twenty-five years ago, trained from the ages of three to six the children of the poor—not the clean poor, but the slum poor. They were the children from whom were recruited the criminal classes. Ten thousand of these children were carefully watched and records kept of their after careers. Only one of them was ever arrested, and he was discharged. No such showing can be made by the schools which omit this early culture and give reading, writing, and arithmetic as the bread of life. These kindergartens did not teach a letter," says the *Arena*.

"The Evolution of the Educational Ideal" is the title of a series of articles contributed by Dr. Friedrich Paulsen, of the Berlin University, to the current numbers of the *Forum*. Dr. Paulsen enlarges the phrase "new education" by substituting in its place "the new educational ideal." He adds a still further improvement when he says that this ideal may be briefly expressed in the term "humanistic education." In the article on this subject, which appears in the July number of the *Forum*, Dr. Paulsen gives Pestalozzi great credit for wiping out the distinction between an education for the people and for the nobility.

A BOSTON mother asks if some one with "insight" will not make for the mothers a list of standard works of art which can be obtained as photographs, and which may be used as the beginning of art culture for small folk of two years and under. Unmounted photographs are so cheap now that most mothers could have a supply; mount them at home, and keep them for the special edification of the baby. Such a list would be gratefully received by one mother at least, who feels that since little children all love pictures, they may as well learn to love the best.

ARKANSAS now adds her name to the list of states which have state kindergarten associations. Under the leadership of Mrs. Henry M. Cooper, the mothers' class which was organized last October has grown into a state Froebel association, with the following efficient corps of officers: Mrs. Henry M. Cooper, president; Mrs. Whipple, 1st vice president; Mrs. Ex-Gov. Clark, 2d vice president; Mrs. Gordon N. Peay, treasurer; Miss Ledwidge, secretary; Mrs. Bradfield, corresponding secretary. The plans will soon be matured by which a normal training school will be established.

CHINESE girls are very highly educated. They are taught by governesses and women professors, who go from house to house, and every effort is made to turn them also into good housewives and well-bred women of the world, for probably no country has retained so many ceremonious usages as has China. In China there are no such things as girls' schools or colleges. The education of a young Chinese lady is entirely conducted at home, and the curriculum comprises reading and writing, literature, poetry, music, drawing, and embroidery.

THE directing of the little fingers in the simplest occupation requires some mental concentration. The effort to guide the scissors or thread a darning needle is a step toward concentration. Give the little boy a blunt darning needle threaded with a strong string, and help his fingers in stringing the balls until he feels the joy of doing it alone. Make a

play of it; call them red apples or cranberries, or anything round and red with which he is familiar. This will occupy him for many days if you carefully guard him from weariness.—*Babyhood.*

PROF. GABRIEL BAMBURGER, the principal of the Jewish Manual Training School of Chicago, is advocating the principle of progressing the teacher with the child, letting the teacher continue over the same group of children through the successive grades. Professor Bamburger believes that continuous application to one grade from year to year tends to make teachers skilled in details but wanting in breadth and inspiration, and that the children need less routine and more personality, fewer regulations and more life.

In the review of my boyhood I cannot recall a single instance when I was restrained from doing wrong by the fear of punishment; but I remember with sure definiteness the elaborateness of my plans against the discovery of my indulgence in the forbidden. The success of these plans, after I had become skilful in making them, gave me immunity as a general thing, and I achieved a craftiness of action quite foreign to my nature, and useless, too, in practical and serious workaday life.—*The Spectator, in The Outlook.*

PROF. ARNOLD TOMPKINS, of Champaign, Ill., gave a course of lectures on pedagogy at the Bay View, Mich., assembly. Among other significant statements made by Professor Tompkins are the following: "The object of the teacher is to put the child in touch with his surroundings." "The only motive and problem of learning is to know that there is a *uni*-verse." "We must find the universe in the individual and the individual in the universe."

THE "Thank You" song, published in this issue, is sent us by Miss Lucy J. Miller, a Baltimore kindergartner, who, finding it acceptable to the home kindergartners, has made it accessible to all. Miss Miller writes as follows: "Miss Blow seemed much pleased with it as it was sung here, and said, 'Make it universal.' I know no better way than for you to put it in your very useful magazine. The words are so simple they scarcely make even a verse, but the music is by a gifted young composer here."

REPORTS from all parts of the state of Indiana to the superintendent of public instruction, regarding the workings of the new compulsory education law, lead him to believe the measure has already added 25,000 or 30,000 pupils to the schools. In some cities the school boards have been compelled to enlarge the schoolhouses, and in others new houses have been ordered built to accommodate the increased attendance. More than 4,000 pupils have been placed in school in Indianapolis under the new law.

THE success attending the institute work in which Miss Frederica Beard has of late been engaged, has led her to devote her entire time this fall to work in this direction. Miss Beard lectures to kindergartners, parents, and Sunday-school workers, and is now planning a Western and Eastern trip. Arrangements for such lectures may be made by addressing Miss Beard at Oak Park (Chicago), Ill.

FRANKFURT-AM-MAIN opened the first free kindergarten, October, 1896, an association of citizens having been formed a year previous to this time. The kindergartner at present in charge is Frl. Elsa Fromm, for many years with the Pestalozzi-Froebel Haus, of Berlin. A feature



of the kindergarten is the play-pavilion, a large shelter where the children may play out of doors in all kinds of weather.

WORCESTER, MASS., has a special supervisor of kindergartens in Miss Katharine H. Clark, previously of Boston, later of Wilmington, Del., and Scranton, Pa. Last year she took a trip abroad and then took a special course in psychology at the University of Pennsylvania. During the past summer she conducted the kindergarten and kindergarten training work at the state normal school in Winona, Minn.

THE Josephine-Louise House is the home department of the H. Sophie Newcomb Memorial College, of New Orleans. It is a beautiful Greek building situated on Washington Ave., near the college. The donor of the home, as well as college, is Mrs. Sophie Newcomb, who founded this college as a memorial to her daughter. It is devoted to the higher education of young women.

"THE reform of education that I recommend will discriminate between the individual and social elements in education, and provide amply for the retention of both so as to *save the moral education of the old, and add to it the individuality and self-activity of the new saucation.*"—Wm. T. Harris, on "Educational Reform," in *Journal of Education*.

ST. AGNES' Day Nursery and Kindergarten, connected with the Church of the Ascension, the Rev. Percy S. Grant rector, cared during the past year for 10,125 children, an attendance larger than ever before. There was no serious sickness among the little people. The children have enjoyed many fresh-air outings, through the interest of kind friends.

THE Southern California kindergarten training teachers have come to agreement to lengthen their course to two years of ten months each, throughout which the course of study recommended by the International Kindergarten Union will be adhered to. The standard of admission qualifications has also been raised, as advised by the I. K. U.

THE Crocker Free kindergarten of Spokane, Wash., devised an unique and fitting method of raising funds. A Madonna reception was given at a private house, in which over four hundred copies of celebrated Madonna paintings were exhibited, tastefully arranged and notated. Needless to say the entertainment was a success.

I HAVE an idea that there is not one-tenth as much whipping of children as there was fifty years ago, and that in twenty years the quantity of such chastisement has diminished one-half. This must mean that we have fallen on gentler days, with gentler manners and kinder judgments.—*The Spectator, in The Outlook.*

MRS. TINIE MURFREE BURTON, in a recent address at Chautauqua, claimed that while kindergarten methods should be introduced into Sunday schools, its materials should not. The representation of things heavenly by means of paper or wooden models, robbed the biblical allusions of much of their spiritual import.

AN earnest writer on kindergarten help for busy mothers opens the vast subject with the *naive* statement: The child's first toy *should* be a ball; a cylinder might be cut from a broom handle, blocks could be procured from building premises, the child could be led to notice difference and likeness in form and motion.

To arouse interest in and to organize new branches of the New York State Mothers' Congress, Mrs. F. Schwedler Barnes, its president, is making a tour that will take in Albany, Oswego, Rochester, and Buffalo. The state convention of the Mothers' Congress was to be held in Syracuse late in September.

PESTALOZZI describes his ideal mother Gertrude as follows: "Her verbal instruction seemed to vanish in the spirit of her real activity, in which it always had its source. The result of her system was that each child was skilful, intelligent, and active to the full extent that its age and development allowed."

CHARLES DUDLEY WARNER has been quoted as the wise author of the following criticism: "The great trouble with educators is that they are trying to make the educational pyramid stand on its apex. The problem of popular education will never be solved until this pyramid is made to stand on its base."

THE Chicago Convocation of Mothers was in session September 28, 29, and 30, at Handel Hall, and during the three days of three sessions each, many interesting papers were presented. A report of the convocation will be published in the November KINDERGARTEN MAGAZINE.

**Six-year-old Cosmogony.**—Paul told us tonight that as he came up from the creek with one of his little companions, the moon followed them all the way. He added: "Do you know what we think? We think God has a string tied to it and pulls it around wherever we go!"

THE profile on the United States silver dollar is that of Miss Anna W. Williams, a Philadelphia kindergartner. There were candidates from every state in the Union, but Miss Williams' features were selected as the embodiment of the ideal Goddess of Liberty.

MISS MARIE HAUGH, of St. Louis, has been engaged to conduct the free kindergarten and normal training class at Little Rock, Ark. She is strongly recommended by Miss Mary McCulloch. The Froebel Association of Little Rock are to be congratulated.

STRANGE though it may appear to the western ideal of educational importance and boasted eastern supremacy, New York city opened in September, 1897, its first public high schools, three in number—one for boys, one for girls, and one coeducational.

CHEAP pedagogy is worse than useless, and it were better for our teachers not to have any instruction in methods than to have the false notion that they know how to teach because they have attended a second-grade normal.—*P. M. Magnusson.*

SOME one is needed to do for the national kindergarten movement what Mrs. Quincy Shaw has done for the commonwealth of Massachusetts; one who will feed and clothe and encourage the work to grow into a permanent national institution.

THERE is the music of sensuous pleasure, and, opposed to it, the music of moral action. The Italian boat song or the Scotch reel may express the former, and a sonata or symphony of Beethoven will express moral action.—*Wm. T. Harris.*

"THE introduction of the kindergarten into the public schools is the greatest step in the educational history of this century, with the exception of the founding of normal schools under Horace Mann."—*Superintendent C. B. Gilbert, Newark.*

SUPERINTENDENT LANE, of Chicago, has said: "I believe that within a few years the board of education of every large city in the United States will recognize that vacation schools should be made a part of the public school system."

**Do You Want Gold?**—Everyone desires to keep informed on Yukon, the Klondyke, and Alaskan gold fields. Send 10 cents for large Compendium of vast information, and big color map, to Hamilton Pub. Co., Indianapolis, Ind.

ALL applicants for kindergarten positions in the Brooklyn public schools "must have had at least one year of kindergarten training and an experience of not less than two years in practical kindergarten teaching."

MRS. HARRIET CHASE conducts a private kindergarten at Elmira, N. Y., and a mothers' class in connection with it. Why is not the mothers' class more properly entitled to the name "connecting class"?

OUR frontispiece this month introduces little Helen Belle Ledyard, a niece of Miss Mary F. Ledyard, of San José, Cal., with whom Miss Ledyard has pursued a series of observations from her earliest months.

HE who helps a child helps humanity with a distinctness, with an immediateness, which no other help given to human creatures in any other stage of their human life can possibly give again.—*Phillips Brooks*.

THE kindergarten movement is a reform, not merely a fad. Reforms grow their roots under the soil, as well as above ground, and their growth cannot be measured a day at a time with the naked eye.

REMEMBER that the KINDERGARTEN MAGAZINE is a grand advertisement for one of the most progressive modern movements. As such it deserves your constant support and coöperation.

"LET every Christian father and mother," says Bushnell, "understand when the child is three years old that they have done more than half they ever will do for his character."

THE Pittsburgh Free Kindergarten Association conducts eighteen kindergartens, accommodating over 1,000 children, while the training school numbers sixty students.

MRS. H. B. CUNNINGHAM, formerly of Toledo, Ohio, conducts the Froebel kindergarten at Norwalk, having extensive garden and grounds in connection with the same.

THIRTY-FIVE thousand school children attend the public schools of Milwaukee. The forty free kindergartens enroll four thousand children under six years of age.

NINETY-FIVE per cent of the public school pupils never go beyond the elementary grades of our schools. One per cent reaches the college or university.

MUCH is being said about preparation for motherhood, but are the mothers of today doing all they can to prepare for better work the mothers of tomorrow?

THE transition from the old to modern primary methods will need to be evolved even more slowly than have been the so-called kindergarten methods.

WE have just had a new baby born in one of our families, and the

brother, who comes to kindergarten, has named the baby Frederick Froebel.

YONKERS, N. Y., has a successful summer kindergarten for seventy children of a tenement district, with Miss Emma Radford in charge.

MRS. HARRIET H. HELLER, well known as a public-spirited woman, has organized a private kindergarten training class in Omaha, Neb.

WISCONSIN had, during the past year, seven state normal schools enrolling 4,000 pupil teachers, with a staff of 144 teachers.

THE National Educational Association represents 400,000 teachers, who in turn have the guardianship of 20,000,000 children.

THE wise mother of a blind child goes each morning with the little one to visit a near kindergarten and listen to the singing.

THE Musical Conservatory of Scranton, Pa., announces a special teacher of kindergarten and foundational piano classes.

SIXTY years ago the Pottawatomies held their last war dance within a few steps of the site of Chicago's city hall.

ALL mothers' clubs planning to join the Mothers' Club Bureau should address Miss Newton, the secretary, at once.

THE United States pays as much annually per capita for education, as England, France, and Russia combined.

HELEN MAR DOUGLASS is on the staff of teachers of the Kindergarten for the Blind, of Jamaica Plain, Mass.

MISS FANNIEBELLE CURTIS, of New Britain, Conn., is the new supervisor of kindergartens, in Brooklyn, N. Y.

"Handbook for Mothers," by Mary Louisa Butler, has 250 carefully selected topics for mothers' meetings.

WE must provide conditions of right feeling, as well as for right thinking.—*Alice Whiting Putnam.*

THE I. K. U. has had a growth during the past year from a membership of ten branches to over thirty.

OF the twenty million children in the public schools, sixteen million are in the elementary grades.

MISS ELLA COX is assistant principal of the Cincinnati Free Kindergarten Training school.

"LET enrichment of the study course come through the better equipment of teachers."

THE Badger state graduates 1,500 students each year from its 116 high schools.

WASHINGTON, D. C., is agitating the public school kindergarten question again.

A CITY child recently pointed out the street sprinkler as the "rain-wagon."

HERBART'S chief idea is that education is man-building, or man-making.

IT is estimated that the South has 5,000,000 children in her public schools.



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MARY E. SLY.

Vol. 10

NOVEMBER 1897

No. 3

## KINDERGARTEN MAGAZINE



**PLEGED TO MAKE THE KINDERGARTEN FREE TO ALL CHILDREN.**

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A GROUP AT THE NORTHWESTERN UNIVERSITY SETTLEMENT PLAYGROUND, OCT. 2, 1897.

# KINDERGARTEN MAGAZINE

*Vol. X.—NOVEMBER, 1897.—No. 3.*

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## A CHICAGO PLAYGROUND.

MARY E. SLY.

**T**HE Foolish Woman lived in the crowded part of a great city where fate had ordered her, and as she never quarreled with fate the god of love came by and threw a glamour over everything she saw.

Thus it came to pass that the Foolish Woman loved the crowded ward in which she lived; that its ill-smelling streets and alleys allured her as green fields had never done; that the men and women living in it were very dear to her, and their children seemed to her sweeter, smarter, and more beautiful than other children, for she loved them as if they were her very own. Therefore the Foolish Woman often mourned because her children had no better place in which to play than the street, the narrow "gangs" and small back yards and alleys. And often as she saw them crowded together, standing idly in groups or sitting listlessly on the steps of stairways that led down into damp, dark courtyards, the Foolish Woman remembered the sunny orchards where she played when a child. Then she sighed, "Oh, that my children had a place in which to play!" And after many days a strange thing came to pass: a great gift was bestowed upon her. There came no fairy godmother with a golden wand, for the Foolish Woman does not believe in fairies; therefore no fairy, but a bright young business man who looked as though he might be Business itself, came to talk with her, and as soon as he began to speak, the heart of the Foolish Woman leaped up within her; for however he was disguised, she saw at once that he was a Dispenser of

Gifts. He told of a piece of land he had obtained for children to play in, and he said: "You may have it; it is for your children." Then was the Foolish Woman so glad, that she knew not how to say "Thank you." And this is the true story of the free playgrounds.

The mayor of the city sends a kind policeman to keep watch and ward all day long, the Dispenser of Gifts keeps a dear woman there whose business it is to take care of the children and help them to have a good time. There is nothing so very remarkable about this piece of land. It is like many of the blocks down town that have buildings all over them; but down town nothing of any account ever happens—just men going up and down in elevators, or sitting in offices, waiting, and talking and doing what they call business. But whatever that is, you can see it is not so very pleasant, for every man is always so glad to shut the lid of his desk, lock his business in the office, and hurry down in the elevator. And he will hang on by a strap rather than "take the next car," he wants to get home so quickly. Now in this playground everything is different. The air is forever full of joyful cries and happy laughter, and no one ever goes home unless sent by the policeman, or taken home by some kind relative because we are too tired, too hungry, or too sleepy to play another minute—literally "played out."

The sand heap is an octagon-shaped bed with a broad walk around it. Here true happiness lies buried, and the children are always digging for it. The other day a little fellow sat in the sand and succeeded in covering his fat little legs until the smoothly patted pile of sand rose nearly to his chin. Then came his sister to him with a piece of bread and a small sausage, but he would not disturb the beautiful mound above his legs. Why, indeed, should he? He sat and ate, sausage in one hand, bread in the other, and taking alternate bites, surveyed his leg-covering with great satisfaction, and happiness sat with him.

Once a wail arose. We all rushed to the rescue. A bareheaded boy of three years was weeping near the Fly-

ing Dutchman. Did he want a ride? Denial by increased wail. Would he swing? Head shakes give still more emphatic denial. Will he come and play in the sand? Violent negation by the whole body. Information in broken Polish and German that "his head is broken" is refuted on our part by a hasty examination of this round and thickly thatched member. Suddenly a boy comes running from the



IN THE SWINGS.

sand heap with a hat. He holds the brim in one hand, the crown in the other, and explains that it belongs to this small weeper, and that it will no longer carry sand. Evidently we have now probed the trouble. The wails cease and the small foreigner looks on with deep interest while his property is under discussion. Perhaps this hat can be mended. The policeman dispatches a child to the nearest neighbor's for needle and thread, and the Foolish Woman attempts to reunite the dismembered hat. Its small owner seats himself in the sand pile where he can pursue his call-

ing and still keep his suspicious eyes on his seamstress. When his hat was proffered him after being restored to its former adhesiveness, he received it with great distrust. He examined the stitches with minute care, held it by its brim, and thrust his little fist suddenly into the crown; but as the two pieces held together he seemed relieved, and put it on his head, much to the satisfaction of the Foolish Woman, who had no faith in it as a sand hod.

On the west side of the playground, where the street sidewalk projects over about six feet above the level of the playground, there have been placed forty-two low swings, each wide enough to hold two; and when eighty-four little people, talking, disputing, singing, are all swinging as high as they can, and the heads and feet bobbing up against the sidewalk overhead, your eyes will be as bewildered by this sight as are your ears by the mingled Polish, English, Bohemian, German, and Russian. At either end of the



ON THE GIANT STRIDE.

playground are four big swings ten feet high, generally occupied by the older or larger children. Near these are

two Giant Strides or Flying Dutchmen, as the children call them. A giant stride is an upright pole with a revolving iron



THE BOYS' CORNER.

cap. To this cap are fastened ten ropes which hang down within reach of the children, who climb up so that their feet just clear the ground, and at some signal they all go swinging and springing around the circle, touching the ground with flying feet that send them high in the air, with screams and shouts of laughter. As she sees the girls go screaming and laughing, around and around, with disordered hair and flushed and happy faces, the Foolish Woman wonders if this game will not aid dress reform more than will the reading of many "Guides to Health." She thinks such free untrammelled flying will lead to open revolt at corset and long, trailing petticoat.

The four "whirligigs" were made for "teeters," and might be used for that did not the children prefer to set them whirling round and round. Of course there is danger that they will fall off; but though at first the policeman feared the neighbors might look upon the whirligigs as be-

ing ingeniously devised to depopulate the overcrowded ward, still no one has been injured yet. Close by are the big car swings. For some occult reason the children call them "ladder swings." They are more like large baskets, are supposed to hold six children, can accommodate eight, and have been known to hold thirteen; but that was in the old time when we had only four swings. Now we have eight of these basket swings, and we hope never again to see the pathetic sight of 150 children at one swing waiting for their turn.

Will you come up to the pleasant open pavilion where we may sit and look out over all this busy, happy playground? Here in these sheltered seats sit the dear old grandmothers who, busy with their knitting, can overlook the sand heap where the little ones are digging for happiness. The digging is as animated as at the Klondike, and the result much more lasting and beneficial. In the pavilion is a lavatory for boys and another for girls, also two rooms for the use of the matron and the policeman, and drinking cups for the children. As you sit and look out over this flat, sunny plat of ground you wonder why it is pleasant. There is not a tree, not a shrub or flower, nothing on the surface to make it more blessed than other plats of ground. Its true secret is its freedom and its unity of interest. The pentecostal blessing came upon the people "when they were all gathered with one accord in one place." No disturbing element born of rival interests here! Everyone comes to enjoy his own or another's play. When it was first talked of, and the work begun on it, the mothers caught the idea before the children did, and many were the broken expressions of pleasure and appreciation, many of the women repeating, "This is good business." It is a great resort for elderly men and women who have the care of small children. In the morning when children are in school the little ones have it all their own way. Then you may see a little four-year-old boy teaching his doll to slide down the deserted teeter board. Or an older boy, a graduate of the parochial school, may be seen amusing himself and the



smaller ones by drawing strange geometrical designs in the sand which they have patted into a smooth, hard surface. In these morning hours are often seen an old, bent, gray-haired man, patiently swinging one after another load of happy little people; but by four in the afternoon the school children are swarming over the grounds. Then it is the Foolish Woman incites to games of "Chickadee," "Squirrel and the Family," and the children's shrill singing threads through all the happy laughter of the place.

The unity and happiness are most remarkable. The use of sand as a weapon of warfare was discontinued during the first week at the request of Mr. Onthank, the policeman. Several suggestions of his have become the acknowledged law of the land. Cigarette smoking, profanity, obscene words and quarreling are regarded by this small republic as out of place in their community. And it is very instructive to see the rising of the masses at any infringement of their laws. I have seen an offender start for the gate, only to be overtaken and brought back by a band of his fellow citizens who delivered him up to Mr. Onthank, their magistrate and friend, and then returned to their former play perfectly content with his disposal of the case.

Mr. Onthank received his first training in the management of playgrounds at the vacation playgrounds of the Washington school this summer. But his natural qualifications are great. He is possessed of a serenity of temperament that enables him to be as benignant and impartial as Nature herself. I have never yet seen a sullen or defiant acceptance of his decision by any culprit, and the hearts of his people do safely trust in him, and they uphold his authority with a loving loyalty that is beautiful to see. Prominent citizens are always eager to see that newcomers are allowed all the rights and privileges of the ground. And it has been my lot to see eight little girls jump down from a swing and stand in a smiling row listening to the expressions of delight from those to whom they have given place because they were "never here before."

These grounds were given freely on a five years' lease

by the Northwestern Railroad Company. It is estimated that the cost of inclosing and fitting up the grounds is about \$1,900; and except for the kindness and generosity and enthusiasm of everyone who has anything to do with furnishing lumber, hardware, or labor, it would have been much more. But for quick returns of interest on money invested, any visitor will say that the Klondike fades into insignificance by the side of this playground.

The playground was originally designed for small children, but it was the policy of Officer Onthank that no well-disposed person should be debarred from entrance, it being acknowledged that to put one out on account of his length of leg was as arbitrary as the czar of all the Russias. The long-limbed boys have proved most helpful assistants. All citizens are under the same law, regardless of age or sex. Only a very little mischief has ever been done. The abstraction of the rubber plug and brass chain from the boys' wash basin was regarded by Mr. Onthank as an overweening desire for a watch chain and charm, and thus quite excusable.

Our apparatus has been put to severe tests by its constant use. The revolving caps on the giant strides became so heated that they warped and would not turn. The first swing put under the walk had small hammock rings that wore through in a few days. The twisted iron cables of the tall swings have been worn through, and replaced by large manilla rope. But the questions begin to agitate the neighborhood as to what is to be done when cold weather comes upon us. The place has always been closed on Sunday, the fight for Sunday observance being waged by the small stores and shops making this measure seem desirable. So far the wisdom of this course seems justified.

Such is the tale of the free playground in the sixteenth ward of the city of Chicago. It extends from North Ave. to Blanche St., and from Holt to the Northwestern railroad tracks. Noble St. and North Ave. cars will take you directly there. Ashland and Elston Ave. cars will take you within two blocks, and there you will find the matron, who



IN THE SAND PILE.

speaks Polish, German, and English, and Mr. Onthank the kind policeman. The Foolish Woman will be glad to welcome you. You will know her by her extended smile. Sometimes it gives her cramp in her cheeks. The young business man, the Dispenser of Gifts, may not be there, but surely you will some day read his name "written in a book of gold."

"All power and pelf,  
If spent on self,  
Is naught but vanity.  
They crown themselves  
With immortelles,  
Who serve humanity."

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### TO A NASTURTIIUM.

FLORENCE A. HAWLEY.

O H, little flower so gay and bright,  
About my room thou shed'st sunlight  
From out thy petals yellow.  
Now, while I hold thee in my hand,  
Close to a childlike friend I stand,  
And hear a heart-voice mellow:

Thy heart lies open to the world,  
And all its glory lies unfurled,  
To brighten life about thee.  
Thou'rt living in the present hour,  
And yet the great Eternal Power  
Dwell'st within thy beauty.

Where'er thou art, with sweetest grace  
Thou'rt free to lift thy happy face,  
And make thy heaven about thee;  
Giving an atmosphere so pure  
That human souls draw near to lure  
Thy beauty to their hearts.

ELLEN C. ALEXANDER, SUPERVISOR OF CHICAGO PUBLIC KINDERGARTENS.

AMALIE HOFER.

“**S**UPERVISION is something more and better than a system of surveillance, a spying out, a seeking to throw discredit on the work in hand. Defects exist in all work, and it is our business to see them. We must see them, but in their proper relation, else they will continue to exist always. We always find that for which we are on the lookout. For the most part it is wise to see the good and magnify it into noontide power. The shadows are shortest at midday.”

The above statement was made by Miss Ellen C. Alexander, the supervisor of public kindergartens of Chicago. Miss Alexander is a woman of small stature, but of large enthusiasm. She is vivacious, energetic, trim, and earnest. Miss Alexander is of New England stock, her grandfather being of the Plymouth Rock. She has spent her life alternately in the East and West, but so far as kindergarten history is concerned, must be counted among the Western pioneers. She was a member of one of the earliest kindergarten training classes conducted in Chicago—the second, we believe. The small group of students was initiated into the profundities of Froebel's writings by Miss Josephine Jarvis, who was then making her translations from the German. Mrs. Alice H. Putnam was in charge of the work, and was afire with zeal for the germinating cause. Among the members of the same class were Miss Mary Scammon, Miss Mary Junge, and Miss Prettyman. Only four of the group were able to complete the course then presented. This was during the years of 1876 and 1877.

In speaking of those times Miss Alexander said: “Mrs. Putnam was wonderfully gifted in those days of her first enthusiasm. She diluted the strong meat of those first con-

scientious translations of Froebel by Miss Jarvis, and tempered the terse paragraphs to our dazed and awed minds. We had two lessons every week, and were required to reproduce the same to the few volunteer assistants who came into the work at that early day." As supervisor of sixty-four public school kindergartens, and a salaried force of 130 trained kindergartners, Miss Alexander must feel thrilled when she recalls the humble beginnings of twenty-one years ago.

"This is my twenty-first year in active work. How did I become interested? I always have had a fondness for the little people. But my serious interest came through one of these little ones, whom it was my privilege to help mother for several years. Being a marvelously developed child in some directions and limited in others, I had the opportunity to study and prove many of the principles which I afterwards found recorded in Froebel's own teachings." Miss Alexander conducted a successful private kindergarten on the south side, on Langley Ave. and Thirty-ninth St., and had the privilege of carrying the same children on for successive years, having all the children of certain families under her charge at various times. Later Miss Alexander taught eight years in the Grant Seminary, together with Miss Annie Howe, having charge of connecting class work a part of that time. Sunday-school work for young children has engaged Miss Alexander's attention, a class of boys occupying her Sunday time for some four years. Miss Alexander and Miss Elizabeth Harrison were girl friends, both interested in the work of the same Presbyterian Sunday school in Davenport, Iowa. Miss Alexander has never conducted a mission or free kindergarten, her work having been confined to the children of more fortunate environment. She is most dramatic in telling incidents and bits of kindergarten experience.

In 1892 the Board of Education of Chicago assumed five free kindergartens which had been under the support of the Chicago Froebel Association. More have been added each year, until the number has reached sixty-four. Owing to

the school-building strike and strike controversy during the past two months, eight of these kindergartens have been delayed and at present writing are still unopened. Miss Alexander is in some one of these widely scattered schools every morning, and aims to keep in close touch with the entire work. She says: "We are working for quality in these kindergartens. When asked by the superintendent of schools to make up a schedule of my route and visiting tour, in order that he might know where to find me at any given time, I was obliged to refuse. The kindergarten supervisor's work is like that of the physician. She must go where she is most needed. It is wiser at times to visit the same kindergarten several times in one week until matters are satisfactorily in order; and again, a visit of a few minutes will reveal all that is necessary for me to know. Time is a great factor in the case of weak or slow workers. It takes time for some teachers to develop a knowledge of themselves and their own limitations. Some need a long wilderness circuit of experience, that better not be shortened."

"The long distances from one school to another and the many possible delays and hindrances make it impossible to schedule a supervisor's time."

"What impressed me most in the Froebel interpretations of Miss Jarvis was her use of the law of opposites and the law of balance. In her own kindergarten she was most conscientious to have the children work and think logically."

One hundred and fifty-six kindergartners hold certificates for passing the city examinations successfully. This annual examination is conducted by the superintendent of schools and the supervisor of kindergartens, who arrange the questions, and judge of the merits of the candidates from their written answers. Miss Alexander recognizes the inadequacy of examinations to determine those qualities of spontaneity and resourcefulness which make the poorest theorist a useful teacher, but she also declares that a public examination is the only test by which to measure the pub-

lic school usefulness of candidates. She says: "With all the enthusiasm which is being expressed concerning the growth of the kindergarten, the low salaries, small rooms, and limited supplies show that there is still room for expansion of the kindergarten idea in the hearts of the public." The kindergartners engaged by the board of education have been trained in many different schools. Miss Alexander was asked:

"Do you not think that this variety in method weakens the work?"

"No, our public work is stronger and better today for this variety than it would be if all were uniformly trained. The mingling of teachers who maintain individual ideals keeps the work earnest and out of ruts. The Chicago kindergartens are peculiar because of this fact. The work of the supervisor must necessarily be that of building and development, not that of tearing down. It must all be individual work at present. The teachers resemble the children in their various and individual characteristics. When we look for development and growth in them we find it. The supervision of the work should never entammel or impede individual expansion or unfolding. Many doubtful points may be cleared away by conferences between kindergartner and supervisor. The leader shows the way, and willing discipleship and following result."

"Do you consider it desirable to have general conferences of the public kindergartners?"

"We are looking forward to a time when we can all meet together in some large hall and share our experiences. My idea of such a meeting is not that of going to listen to another lecture. It should be one of mutual discussion."

"Do you find that having the kindergartens in public school buildings affects the work of the grades?"

"Yes, it is leavening all the lower grades. But sentiment won't bake bread, and where the work is strong and clean its influence is accepted."

Miss Alexander, as supervisor, has charge of the supply orders of teachers. The starting of a public school kinder-



garten for fifty children costs the board \$1,200, with an additional expense of \$75 per year for perishable materials. The salary of the directing kindergartner is \$500, of her assistant \$350. A paid assistant is furnished to each kindergarten. The salary of the supervisor is \$900. The appointment of directors and assistants is made by the superintendent, from the list of certificate-holding kindergartners, and on the recommendations of the supervisor. One of the chief conditions for a paid position is that of musical ability.

"Nellie Alexander" is a *nom de plume* not unfamiliar to kindergartners. She has contributed verses which have been enjoyed by thousands of children, and it is with great pleasure that we accept her permission to publish the following poems, which appear for the first time in print:

## CHILD AND STREAMLET.

Dear little stream, how small a thing  
Doth make you turn and bend!  
You curve and wind,  
And islands bind,  
And, singing, seaward wend.

Clear sparkling stream, a tiny beam  
Doth make your bubbles bright.  
Your silver line  
'Neath starlight's shine  
Makes glad the lonely night.

Dear loving child, your gentle will  
Yields as my bending way.  
All smiles you shine;  
Round hearts you twine;  
You gladden every day.

## THE FLOWER FAY.

I'm a dainty, gauzy-winged fairy;  
In beauty I reign a queen.  
My throne is an opening rose bud  
Enshrined in a bower of green.

When the sun pours his red rays too warmly  
O'er the flowers, the grass, and the trees,  
Down deep in some calyx-tube hidden  
I list to the song of the breeze.

You may seek, but you never will find me;  
We fays are ne'er seen by the day.  
We dance o'er the hilltops at evening,  
At midnight we hasten away.

When old Sol has ceased his hot shining,  
And stars their silver gleams blend,  
We fairies, all ready for action,  
On moonbeams begin to descend.

We come with our paint cups of colors,  
We 'light upon garden and field,  
We tinge the soft-growing flowers;  
Our breath is the fragrance they yield.

We speak to the withering flowerets;  
With love-dew we moisten their lips.  
Our words into honey are melted,  
The same that the humble bee sips.

\* \* \* \* \*

The daylight darts up from the mountain;  
It shoots over hillock and dale;  
Its gleam o'er the western land flashes,  
Just as Ebon is folding her veil.

Elf, fay, and flower sprite have departed.  
What did they? Sweet blossoms will tell.  
Earth toilers, awake! To your labor!  
While the elfin bands hie to their dell.

## PROBLEMS OF MOTHERS LACKING WEALTH.\*

MARTHA MCMINN.

**B**EING asked to give some of the problems of mothers who in the eyes of the world are less fortunate than their more wealthy sisters of the avenues, I shall speak principally of those who by the closest economy are able to keep their families on a very small income, and shall endeavor to show by a few sketches from real life how some of these mothers meet their problems.

One great problem confronting them is the location of their homes. While there are hundreds of people of very limited means living in pleasant parts of the city, there are many more obliged to live in crowded districts. Their homes must be in large tenement houses where there are many families crowded into one building, or in houses built in the rear of those facing the main streets, on alleys and small courts. The children, like little "Sentimental Tommy," must play on the stairs of the tenements, in the alleys, and on the streets. In one block there are many saloons with rough men lounging around them, tragic theater posters in the windows, a low circus occupying a large lot, and many other undesirable sights and sounds to greet the eyes and ears of the little ones.

It was my privilege to live and work for two years in such a district, and to be brought into daily contact with the mothers in their homes, not as an outside observer, but as a friend, with warm sympathy for the mothers and a deep love for the little ones placed under my care a part of each day. I found amongst these mothers some thoughtful, earnest, loving hearts, wisely meeting their problems and endeavoring to make the home influence strong enough to counteract the evil of the streets. Before giving you glimpses into some of these homes, however, I must mention that

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\* Read before the Convocation of Mothers in Chicago, September 30.

large class of mothers who *have no* problems, and through not realizing their own responsibilities are making problems for the more thoughtful mothers.

One cold winter day a kindergartner called at a home in a tenement. Two mothers sat by the fire visiting, and four bright boys, two belonging to each mother, followed the kindergartner in, and huddled near the stove to get warm.

"Now you've tracked in a lot of dirt; go right out doors and play, and don't you come in until supper time," shouted one mother.

"Well, but—mamma, we're cold; we want to get warm," said the children.

"That makes no difference; you can run and get warm. We don't want you bothering around here," chimed in the other woman. The children reluctantly went out, followed by the kindergartner, who took them home with her. While sitting by her glowing fire and looking at pictures, one little fellow said, "Teacher, can't we live with you always?"

Thoughtless and irresponsible mothers have many ways of alienating their children from them, but they are most of them succeeding in crushing out the beautiful child nature. Oh, there are hundreds of these little ones asking for bread and receiving stones! Here is work for the kindergarten and social settlement, and it is encouraging to know that there are strong, earnest men and women living in these districts, working for the children and endeavoring to show parents better ways of dealing with them.

There are other mothers who are conscientiously trying to meet their problems, but through lack of insight are inconsistent in their training. One noon such a mother sent for me to go to the house. She wished to tell me that her little boy, instead of leaving his tuition money at kindergarten, had spent it on the way home. "I am heartsick over Harry," she said; "for he seems to grow naughtier every day. He loiters on the way home, and learns so many wrong things. I always punish him, too."

While we were talking, Harry peeked out of the bed-

room door, and his mother said: "Go right back to bed or I'll whip you." He bounded into bed, but in less than a moment was out again. This performance must have been repeated five or six times, and each time the distressed mother made the same threat. Turning to me, she said: "I sent for you thinking you might tell me the kindergarten way of punishing Harry for what he has done." "The best thing for him to do," said I, "is to earn as much money as he spent, and bring it to kindergarten Monday." She was delighted with the idea, and told the child to come out and talk the matter over. I explained to him that he had spent the money which his father had given him to take to kindergarten, and I thought he was strong enough to work hard and earn enough to pay it back. "Well, I would like to earn the money, but I don't want to stay out of kindergarten," he said. "You spent the money which was to pay for this week," was my reply, "and it will take most of your time to earn it before next Monday." The mother carried out the plan and kept him busy running errands, watching baby, and carrying wood. He appeared Monday proudly holding up the envelope which contained his earnings. His mother decided that it might be well for him to earn something each week for spending money, that he might not be tempted to spend that which did not belong to him. This mother, through always making threats which she seldom executed, had almost lost control of her boy; but she eagerly grasped the suggestions given in the mothers' class, and was quick to carry them out.

My next picture is of a very self-sacrificing mother—a woman with a very sweet but careworn face. She had had a very hard life, but she meant that her children should have a good time. Her husband earned small wages and it was necessary for her to economize, but she patiently bore all the burdens of the family, thus depriving her children of the development which they should receive through helping. The consequence was that her problems were many, and one child was so supremely selfish that she was a constant source of worry to the poor mother.

A more encouraging picture is of a little mother who not only had the care and training of her three children, but earned every penny which went into the family bank. She was a widow. Her oldest child was a little girl of seven, the next a boy of four, and the third a baby of two. We often wondered how this little woman managed to earn the living, keep her home immaculate, her children neatly and tastefully dressed, and above all, so loving and happy. A glimpse into the home may let us into the secret.

The two oldest children were in kindergarten every morning, and the baby was left in the nursery. Sometimes the children spent the afternoon in the nursery, but often they went home hand in hand to take care of each other during the afternoon. One morning the little boy asked three of the kindergartners to go to his "birfday party." We accepted, and at the appointed time in the afternoon found our way up a narrow dark stairway into the three small rooms of their home. The little girl spread a clean white cloth on the table, then mounted a chair in the cupboard, and brought forth a large chocolate cake. "Mamma didn't have time to bake a cake," she announced, "so she buyed it at the bakery." A woman came up from downstairs with a child in her arms and another hanging on her skirts, and made the coffee. The mother had asked her to do it before she left for her work in the morning. After these preparations we all sat down to the party and had a royal good time. "Ain't you glad you got a party?" said the sister "Um, hum," said Otto from behind his back. "Ain't you glad you come to our party?" "Yes, indeed," we said.

A large piece of cake was saved for the mother. She was one with her children, though obliged to be away the greater part of the time. Was it not the *togetherness* which made these children so thoughtful and loving? It was not "I must do this for you," and "I will do that," but all together we will work to take care of each other.

Hoping to give mothers some idea of the aim of the kindergarten, and thinking that some of the principles might

help them to better meet the needs of their children, a mothers' club was organized. The mothers whom I have mentioned, and many others, attended the meetings. They were led by an earnest mother who had made a study of the kindergarten principles, and it was interesting to notice how eagerly some of them accepted and carried out the suggestions. Prominent in the class was a genius mother, a woman so genuine, so true, and so earnest that she won the hearts of all the mothers, and helped them to realize the responsibilities of motherhood. Her husband was the true father and encouraged her in carrying out her ideas. They had five children and their home was in a basement of four rooms. The father, mother, and children sitting around the table in the evening, all busy at something, and sometimes the mother reading aloud, made a beautiful home picture. All the children were kept busy in the morning until school time. The boys swept the floor, took up ashes, and brought in coal and wood. The little girl washed and wiped the dishes. After school in the afternoon they were all allowed to play out of doors, but before supper the older boys took papers to regular customers (the mother would not allow them to stand on street corners), and the money thus earned was their only spending money. After supper the children washed and wiped the dishes and hurried through so that mother could read to them. Through the kindergarten good literature crept into the home, and the heroes and heroines of Miss Harrison's stories were real characters to the children. The mother often said that the kindergarten training had helped her to realize the necessity of turning her children's activities in the right direction when they were noisy and restless, and this she was always quick to do. One rainy afternoon when the five children were housed in the four small rooms, the mother was at a loss to know how she should keep them busy. It was springtime, and the happy thought came to her, "Why not let the children take up the sitting-room carpet?" The suggestion was hailed with delight, for she added, that after the carpet was up and the floor swept, the children might draw all the pictures they

wanted to on the floor. So to work they went with a will; but when they were ready to draw, the chalk was not to be found. After a vain search the mother's quick wit produced the starch box, and the young artists were soon at work. There was such beautiful participation in this family that the drawings were left on the floor for father to see when he came home. The mother, when telling about it, said: "You should have seen how my house looked; but my children's faces were so happy!"

We knew that some mothers had been telling their children atrocious stories about things which only mothers should tell their children, but tell them the truth. So at the earliest opportunity our leader gave a plain, beautiful talk on social purity. At the next meeting one mother said: "I know you are right, but I cannot answer my boy's questions." One truly enlightened mother arose and said that during that week her boys had brought in from the barn some very disgusting pictures advertising patent medicines. "Had I not heard that beautiful talk," said she, "I would have taken the pictures from them and told them never to bring such stuff into the house again; but instead, I told the boys we would sit down and talk about the pictures." She then told them that their bodies were holy temples to be well cared for, and that those were pictures of people who had not taken good care of their bodies. She did not wait for a future opportunity to instruct her boys, but talked to them plainly and simply, and told them to always ask her questions about what they wanted to know, but never to talk to outside boys about those things. She would tell them the truth, but the boys might not. And the tears stood in her eyes as she said: "I thanked God that I had been led to see the right way of meeting my boys."

That was one mother's way of meeting a great problem, and the way every thinking mother will meet it. There was in this mother's heart such a strong desire to give her children only that which was good and elevating, true and beautiful, that no effort to attain this end was too great for her to make. Occasionally they spent a day together in the



country, but oftener they all went to the park. One morning at four o'clock she called the children, and she and the father took them to Lincoln park, a mile and a half, to see the sun rise over Lake Michigan.

This, one of the most ideal homes it has ever been my privilege to enter, is located, as I said before, in a rough, thickly settled district where there are many temptations to lure children away from the good. But this mother, when asked if she had any trouble about her boys wanting to be out nights or learning wrong from other boys, said: "*No, I keep my boys busy*, and I have their confidence." This *must* be the secret—keeping the children busy and happy and having their confidence, and meeting every problem fairly and squarely as it arises. The parents in this home are not allowing their children to run the streets, neither are they foolishly shielding them, waiting for the world to train them by hard knocks. They are strong enough to let the children share in the sacrifices of the family, if any must be made, and make them feel that the happiness of the whole depends on each one doing his share well. This spirit of helpfulness binds them together in a unity which no outside influences can break.

The thought comes to me, after being in this home and others similar, *What makes the true home?* Is it *location?* Is it *wealth?* These may help. But does not the right spirit make the home, be it in a little house on an alley, or a palace on the boulevard?

The *true* home is where the mother, like the madonna of my story, has *first* bound her own soul to all that's high and true, and lets the light of divine love shine through all she does.

## THE FOURTH ANNUAL CONVOCATION OF MOTHERS.

A FEATURE OF CHICAGO EDUCATIONAL HISTORY.

**M**OTHERHOOD in a very broad and inclusive sense characterizes these annual autumnal gatherings in Chicago—in fact, the motherhood feeling instinct in the human race. The same hackneyed criticism, worn threadbare and shiny, of the old maid's part in a mother's convention, fluttered its weak humor over this assembly as of yore. However, one does fancy that in a general way there comes to be, year by year, more recognition of the universal motherhood of humanity, for wherever childhood is found the demand is for the mothering quality in all its environment—mothers, fathers, family relatives of all degrees, teachers, neighbors, and even the passing stranger. Then it is not strange nor out of place, nor even humorous, that old maids, young maids, and men of all ages and degrees should find interest in these meetings, which seek to inculcate the spirit of motherhood universal into a people already awakening to the needs and importance of the ever-present and always-growing child. And the Chicago Kindergarten College, under whose auspices the annual gatherings are conducted, recognizes beyond its mere curriculum as an educational institution, the larger constituency and the broader field of usefulness in this mother question.

To Chicago people this convocation seemed essentially a Chicago affair. They looked over the audience and saw friends and acquaintances here and there ready with the smile of recognition, and they lost sight of the fact that these meetings are somewhat in the nature of a convention to which delegates are sent and of which reports are made to local organizations with similar interests in various parts of the country. A partial list of the cities from which dele-

gates were in attendance at this session may give some idea of the extent of territory in touch with the Chicago organization: New Orleans, La., Minneapolis, Minn., Seattle, Wash., South Bend, Ind., Cincinnati, Ohio, Elkhart, Ind., Lake Geneva, Wis., Attica, Ind., Jackson, Mich., Washington, D. C., Benton Harbor, Mich., Waukegan, Ill., Niles, Mich., New York city, Elizabeth, Ky., Marion, Ala., Mitchell, S. Dak. The attendance was probably not so large as it might have been, on account of the change of date from October to September, although many of the students at the local kindergarten



HANDEL HALL, WHERE THE CONVOCATION WAS HELD.

training schools made their arrival earlier in order to be in attendance.

The program was a good one. The three days' sessions epitomized the three divisions of the program as Nature Study, Symbolism, and Practical Problems, and each of these subjects was discussed from all points of view, and with all side lights, through the generosity of some of Chicago's busiest and sincerest educational workers.

The convocation was called to order on the morning of September 28, by Mrs. J. N. Crouse, who defined the purpose of the program as follows: "Only those topics have

been selected for our discussion which are most vital to the work of mothers and which are most necessary to be understood. For example, nature study has been too little pursued in our large cities, and we will here discuss how to make the best of city environment, and not remain with our regrets and country deprivations. How may we bring country life to the child? Another question of importance is this of symbolic presentation of great truths to young children."

On this occasion Miss Harrison was welcomed to Chicago after an absence of several years, and was greeted by her former class of mothers, who have missed her earnest words while she was taking a needful rest, with a great armful of American beauty roses which she shared with the various speakers of the morning in gracious acknowledgment of their efforts. She told how the Congress of Mothers recently held in New York was addressed by a clergyman who deplored the sentimentality of kindergartners, saying that parents knew more about their children and the value of thrashings. He asserted that most boys needed whippings, and the audience cheered him. A little woman in the back of the hall finally struggled to her feet and stammered her protest, saying: "I am a Chicago mother and have studied the kindergarten. We believe we have something better than whippings." Miss Harrison urged all present to participate in the discussion and to speak their convictions bravely and honestly. The sessions of the convocation were informal, and the only regret was that there was not more time for questions and discussions.

Mrs. Andrew McLeish opened the program by reading one of the choicest bits of Froebel's writing, the conversation between mother and child about the pigeon excursion (see page 143 of Miss Blow's translation of Froebel's *Mottoes and Commentaries of the Mother-Play Book*). Among other helpful statements she made the following: "The mother's interest is the link between child and nature. The child's interest in nature is as natural as life itself. A part of the year should be given to life in the country, at any sacrifice.

No other influence or teaching will bring the child what he secures through actual contact with nature. The child's often *naïve* contributions to the knowledge of nature are as important as those made by the mother. The business of education is to open doors and present vistas. The child is usually ready for more than we allow. A little baby of my acquaintance, two years old, used to lie in his crib and watch the sun rise out of Lake Michigan. He is now an older boy, living in the country, and as he carries the milk to the neighbors' he gazes at the clouds and sunset effects with great enthusiasm. We found it necessary to teach him to be more careful about spilling the milk, but we were careful not to lessen his sense of beauty. Do not omit the scientific explanations of natural phenomena when the child demands them. One day we were reading a story of the rain fairies. When it was finished the four-year-old said: 'That's what you say when you want to tell us a pretty story; but when you want to tell where it truly comes from, you say it is the sun that takes the water up and the clouds that let it down.'

Miss Bertha Payne said that the standpoint of the kindergarten did not differ from that of the mother. She recommended the remembrance of one's own childhood as a help in giving the children what most interests them, such as a child sitting on the doorstep, soaking in the sunshine, watching the heaped-up fleecy clouds or a whole field of dandelions. Children like large effects. Do not pry the child's eyes open to the beauties of nature. The city mother can take an excursion every Saturday with the children. Are we as willing to make sufficient sacrifice for such pleasures? Miss Payne recommended the making of an aquarium, keeping of window boxes, gardens, and taking of excursions.

Miss Flora Cook, the author of "Nature Myths," gave a practical address on the right function of reading lessons, the real purpose being to gather wholesome and interesting ideas.

Mrs. Sarah Hubbard, the well-known bird friend and fol-

lower, closed this program devoted to nature study, with an altogether delightful address on "Birds in a City Yard." She gave an account of how a certain ashen city lot has been transformed into a flowery rendezvous for the birds on their passage over and through this great city. In her own dra-



MRS. J. N. CROUSE.

matic way she made the appeal for similar transformations. One could see birds readjusting their maps of travel to include many a green nook or tangled hedge which would be grown in consequence of Mrs. Hubbard's interest in their behalf. There was a moment of discomfort in the great bonnet-wearing audience when the speaker said: "Remember for every gay bird wing or breast on a fashionable bonnet, there is so much less song in the world."

Dr. John M. Coulter, the eminent botanist of Chicago University, when he came upon the platform in the afternoon, assured those before him that it was a great pleasure to him to face an audience with so earnest and important a purpose, and he wished he had a message commensurate with their desire. The subject assigned to him was: "How does the study of nature give added inspiration, courage, and patience to the mother and teacher?" As Dr. Coulter handled his topic it clearly should have been worded in the potential mood, with *may* instead of *does*. He brought into strong relief the contrast of the right way and the wrong way to teach botany. He said he should speak from experience, not from any theory wrought out into an educational philosophy; in fact, the only educational philosophy of which he is guilty can be briefly stated as "increase of civilization increases the need for contact with nature, or there is danger lest the half of our nature be undeveloped." He owned up to being a heretic in the sight of most teachers with whom he comes in contact, but he feels that conventional education has been beset by the great difficulty of dealing with one-sided children. At the Dewey school, where children are experimented upon for their own good and the good of others, Dr. Coulter conducted some lessons in botany which illustrated this point. There were two classes of children, and in the class of six-year-olds the results showed observation, keen, decisive, and complete, and the drawing good; while in the class of twelve-year-olds, who had been to school before, the observation was *nil* and the drawing very conventional. The dull, pedantic side of botany which is presented in the schools as he has seen it, Dr. Coulter would vote heartily against. His wonder is that the pupils are interested at all, considering the awful experience they have had to go through. Any way to kill time better and to less advantage than the ordinary study of leaves, the good doctor says he has never seen. It is all *dead* work and has its only place in special cases in special courses. He himself used to study leaves, but he thanks his good fortune he has forgotten most of it. Contact with nature must be with the

large, general, permanent things, and the true way to study leaves is in their light relations. Plants are living things at work, and a child is always interested in living things at work. By the simple illustration of placing a leaf under water and watching the bubbles rise, the child can easily see that the leaf breathes, and in moving the vessel from light to shade the relation of light to that function of the plant can be readily observed; and of what importance is the form or the name in comparison with such study? There are scores and scores of simple, easy, but important things for the child to learn about leaves, which are all determined by the relation of light—the fact that the light determines all the multitudinous forms, how they are arranged to shade each other least. In the same way he would have the stems and roots studied from their relations; and the study of the flower has to do with pollenating and seed dispersal. When the forest and meadow and swamp open one's eyes to relations, we find that landscapes have been thrusting themselves upon our eyes. The most important and interesting problems are just as easy of attainment as the dead ones.

Prof. Wilbur F. Jackman, in discussing "How parents may assist their children in nature study," stated that in his opinion, when the history of the nineteenth century is written it will be found to be given over to the achievements of science. Science and theology must rest on the credo of the individual. And there is a different view of the man and the child in relation to nature. The "God made it" style of answer will never do. In taking up stream study they should be considered in relation to the roads, the soil, the market, crops, building material, and human needs of all kinds. The problem is, How may the teacher develop, out of the Chicago delirium of noise and smells, the character demanded of the school child?

As a sequel to this day's session on Nature Study, was found in the next morning's *Times-Herald* the following message to the mother public:

*To the Editor:* Nothing has impressed me more since my return to Chicago after my two years' absence, than the



growth of the great movement toward the better understanding of children on the part of parents as well as teachers. In Los Angeles, in San Francisco, far off on the Pacific Ocean, and again in New York and on the coast of Massachusetts—even in Boston itself—I have been met with the questions: "What are the Chicago mothers doing now? What will be the subject of the next mothers' convocation?" I attended a woman's parliament while in southern California, where one morning was given up to the subject of "Froebel's Message to Mothers." After the reading of the papers the chairman arose and announced that there was a Chicago woman present and she knew they would all like to hear more of what that great city was doing, as it had been the first city in the land to take up the subject of the systematic training of mothers. The applause which met the announcement showed what our newspapers had done to spread the knowledge of the work here. Coming, as I have, from two years of living on mountain tops, of climbing on rugged canyons' sides, of open-air voyage for weeks on seas unknown before, I have, of course, returned filled with the beauty and majesty of nature. My pleasure can therefore be imagined when I found the mothers and teachers in council together as to how to bring the children nearer to nature. The addresses and suggestions of today's sessions have filled me with delight.

ELIZABETH HARRISON.

The session of Wednesday morning was devoted to symbolism in the kindergarten, and was opened by Prof. Denton J. Snider, who undertook to elucidate the question, "What is Symbolism?" He believes the question of symbolism is the future question not only of the kindergarten, but of education in general. All communication is ultimately based upon a symbolic process. Symbolism is something we create by an act of mind and put into an object. The basis of all association is the threefold symbolism of nature, of art, and of signs. And the mission of the common schools is to determine how to get the mastery of symbols; therefore is the necessity of drawing, which is as much a means of expression to the child as speech itself.

Symbolism in the games of the kindergarten was discussed by Miss Grace Fulmer. A close observation of child play she declared to be the best means of acquiring an understanding of child life, for in the spontaneous expression

of play is the revelation of character. For that reason are the games of the kindergarten selected and arranged with reference to various requirements. In the games for physical exercise only, an interesting sequence might be followed from baby's play with the limbs to college athletics. The child must symbolize relationships on a lower plane, therefore the games presenting the family relationships in animal life bring a better realization to the child of human relationships. In this way is made plain the relation of the child to the problems of food, clothing, shelter, and the trades. In the game of the knights the ideal of godlikeness is symbolized to the child, and in the butterfly game is the thought of eternity.

Miss Meredyth Woodward gave practical illustrations of some first-gift games, converting the audience into a large kindergarten, with the bright colored balls to hop as a frog, crawl as a caterpillar, fly as a bird, or curl up as a kitten.

Wednesday afternoon was Symbolism in Literature and Art. Miss Harrison told a simple little story of her Western life, and the leading of a child to see the symbolism of a bridge, from the wooden board between two chairs to the set of signals established across a canyon, and how the child's ideals were enlarged and his means of expression awakened.

Miss Grace Barber told the beautiful story of the Christmas angel softening the heart of the selfish little princess whose one desire was a pearl necklace for personal adornment.

Mrs. W. M. R. French took up the subject of "Art in the Development of the Child," and asserted that "art is anything that is done well," and there is no rule of art which does not apply to the commonest things of life. There is much influence in the most trifling surroundings—in the house furniture, in the art goods displayed in the stores, and the commercial man's influence is large. Mrs. French showed a number of drawings made with chalk on cheap ingrain wall paper as the simplest materials.

Miss Josephine Locke took up "Symbolism in Art," and defined symbolism as that which connected the immaterial

with the material. She said: "Boston dreams dreams, but Chicago realizes them;" and yet she cited the most conscious realization of some of Boston's dreams in the decorations of her library. According to Miss Locke's theory dear old Froebel must be inverted somewhat, and the American kin-



MISS ELIZABETH HARRISON.

dergarten must put nature study before geometric solids; the indefinite, the incomplete, before the definite and complete. We would like to ask Miss Locke if the child's contact with nature pure and simple, during the first three or four years of his life, before he is presented with the type forms of the kindergarten, would not supply a sufficient amount of the indefinite to support her theory.

Wednesday evening "Symbolism in Music" was dis-

cussed by Miss Mari Hofer and Prof. Frederick W. Root. Miss Hofer deplored the tendency of mothers to seek too early for complete artistic expression in their children. The speaker thought much of the passionate music which is food for the adult artistic nature is bad for the child. She gave instances in her kindergarten experiences where pernicious effects, both physical and psychical, followed music too strong for the child minds. The speaker advocated the teaching to children of the simple classics and the folklore songs—music that says something and has a basis for saying it. Professor Root illustrated his talk with an original symbolic composition.

Thursday's consideration of practical problems began with "What the Child of Today Receives from the Past, and What Will the Child of the Future Receive from the Present?" by Dean Bulkley, of the pedagogical department of Chicago University. "The child of today is heir of all the ages." The child is not merely an intellectual, but an emotional being; his motor activities should receive great consideration; there should be a reform of physical education. She quoted from Browning, "Thy body, how far can it project thy soul on its lone way?" Consciousness is not divided, but triparted. Whims and antisocial tendencies must be replaced by well-trained habits. Our pedagogy deals too much with psychology; we should bring to its aid biology and sociology, and aim to shape individuality so as not to become antisocial and aggressive.

In discussing this paper Miss Locke emphatically stated that it is the law of nature to break up all forms, and bring in new forms when their use is fulfilled.

Mrs. Clover and Mrs. Erskine came before the audience as the mother of one and the mother of six, and as they presented their problems the pity of the audience was undoubtedly with the mother of one. Indeed, she appealed to it; she compared the trials of the mother of an only child with the mother of many, and Mrs. Erskine's problems dwindled, until in place of sympathy many felt like offering congratulations. Mrs. Clover acknowledged that her opportunities

might be greater, but argued that her responsibilities were also far greater, and much more was expected of the only child, because the mother had so much time for its care and education; and she must be playmate, teacher, and all combined, for the development of her only child. But to best meet the problems she urged that no advantage of kindergarten for mother or child should be lost.

Mrs. Erskine rose to discuss not the problems, but the blessings of the mother of a large family. She said she knew of nothing so blessed as the coming of the last little one into a large family for all the older ones to love. And she knew that if a mother had one hundred children, the problem of one would never be the problem of another; therefore it is necessary for the mother to follow the scriptural injunction and feel assured that "Greater is he that ruleth his spirit than he that taketh a city;" and she must rule her own spirit, not her children, nor allow them to rule one another. When they criticize they must be reminded to think of themselves. She thought it wise to employ the best help, the most refined obtainable, on account of the influence upon the children. A mother cannot be too careful whom she puts over her children. Mrs. Erskine told the story of her old Scotch nurse who compelled the children to get up and say their prayers after they had sought refuge in bed from the cold. And she felt sure that influence never did them harm, although she said *must* to them. To Mrs. Erskine's ample and motherly heart it seemed pitiful to have but one child or no child, when there are so many homeless little ones can be borrowed; and she told the story of a man and his wife—poor, even—who brought up some twenty or twenty-four children and adopted six for their own. They certainly realized the advantage of having many in the household. She summed up her points by declaring that the best thing a mother can do, whether she be the mother of one or of many, is to be a center of loving interest in her community. Mrs. Erskine is clearly an optimist; one would judge that from her cheerful countenance and sunshiny manner, even though she had not given utterance, in closing, to her belief

that there is more good than bad in the world, and the good is bound to triumph.

Miss McDowell excused herself for being an old maid and daring to speak, but she felt that she surely had a place in the world, and ought to be allowed to say something. In her work in the crying needs of the social settlement she realized how many homeless children were to be provided for, and she felt as if the childless woman had ready-made problems in the 400,000 children of Chicago. Then she told the pathetic story which came within her personal knowledge, of a little girl at work in a large down-town department store, who in the rush of Christmas trade last winter reached her home through the rough quarter of South Halsted St. at two o'clock in the morning, panting and fainting with fright and exhaustion. Of course that is an extreme case, but it opens a vista of the needs of more of the mothering element in our big city. Miss McDowell thinks we should have particularly fine mothers in America, but she knows that we *must* have if we are going to save our country.

Miss Amalie Hofer emphasized the duty of the mother to translate the kindergarten into facts, and the necessity of coöperation between the kindergartners and the mothers. The mothers should look upon the kindergartners as their assistants, for it takes mothers and old maids working together to deal with the problem, and now, and with immediate energy; for hundreds of thousands of children will have passed beyond the impressionable kindergarten age before next year.

The closing meeting of the convocation was a fitting climax. Rev. N. B. W. Gallwey may lack the certified qualification of parentage, but he lacks none of the fire and enthusiasm which the mothers need. His address was full of earnest suggestion and the fierce zeal of reformation which form the essential characteristic of a social-settlement worker. The burden of his song was the *great* need for the man and the woman who understands and who cares. For ages reproach has been cast upon the children and God, when the parents are to blame. Social impurity will account for ninety-

nine per cent of those who do not understand and do not care. The castaway girl he believed to be innocent, and her mother the guilty party, and he announced that if he had enough manly courage he would take his settlement among the fallen women. The child is a race child as well as a family child, and the home must be saved; the reformation must begin at the source of the most potent influence—the kindergarten. The mothers' clubs are too technical for the common mother of the settlement, but the study is a good thing and must be gotten down to where it can be understood. Here is the large sphere for old maids, untrained old maids. All the qualifications they need is that they should understand and should care. But there is also need of the trained ones. There should be a training school for nurse girls. Every day nursery ought to have at its head a woman trained as a nurse and as a kindergartner. "The child of the twentieth century is a different being from you and from me. This is a mothers' convocation, but it should be a parents'. For goodness sake don't leave out the fathers."

Mrs. Proudfoot took up the subject of the lines of self-support for women which best fit for wifehood and motherhood. She said: "There is no more vital question for fathers and mothers than what shall their daughters do. In many cases the wage-earning women are disqualified for motherhood. The woman has always been the mother, wife, and home maker, but she has not always been self-supporting. Nature makes mothers the home builders and guardians of the social life of the fathers of the race, and women should accept it. An idle woman is a curse to mankind. Teaching is an occupation which gives a woman the best chance to live up to her ideals. The teacher is a link in the great chain of motherhood. Woman's highest value to the nation is her children, whether as a mother or as a teacher."

Mrs. Crouse closed the convocation by promising that next year they would endeavor to have it more of a parents' convocation, giving the fathers a hearing as well as the

mothers, for the men who spoke this year were specialists more than fathers. Mention might be made of the satisfactory reports of the convocation published in the *Times-Herald*, although in comparison with the efforts of the Washington press to do justice to the National Congress of Mothers which met there last spring, the attempts of Chicago papers even in proportion to the size of the gatherings were very meager. Washington papers gave their best space and much of it.

Among the prominent visitors who attended the convocation were Mrs. James McGill, a member of the management of the National Congress of Mothers, who will be remembered by those attending that memorable meeting last year, as the efficient hostess of the entertainment committee; and Miss Annie Laws, of Cincinnati, well known in every good movement.

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#### NIGHT

HOW colorless the sky, and dreary,  
Which wore by day a smile so bright!  
The clouds, as if of tears aweary,  
Like beggars mute sweep through the night.  
Their little heads the flowers hang sleeping;  
Not e'en one leaf moves on the tree;  
Only the waves, to my feet creeping,  
Exchange soft kisses dreamily.  
The forest stands in deepest silence,  
The birds have long since ceased to sing;  
But faintly, from the ghostly distance,  
The breeze a bell's low note doth bring.  
Upon the moss in worship blissful  
I kneel; my tears like dewdrops fall.  
Oh, holy nights, calm, starless, peaceful,  
How fervently I love ye all!

—*Johanna Ambrosius.*



## SIGNS OF THE COMING ERA.

ELIZABETH HARRISON.

(Address at opening of the Chicago Kindergarten College, Oct. 4, 1897.)

**W**E stand today upon the threshold of a new era in the history of mankind. Every manifestation in the industrial world, in the political world, in the world of education, in the world of art, as well as in the world of religion, shows that the dawn of a new day has come.

In my cabin home among the foothills of southern California I could see from my bedroom window in the farthest east, the blue ranges of the Sierra Madre mountains. Morning after morning I have awakened to watch the coming morn of the new day, and while the valleys below were wrapped with the black shadows of night, and the foothills were yet veiled in the trembling gray of the early day, the mountain tops would be red and gold with the light of the sun already risen in the farther east. So it is in the days, centuries in length, that make the life of mankind as a whole; if we will look at the mountain tops we can see the coming light long before the vales give any indication of the dawn.

I want to call your attention this afternoon to some evidences that this new era is about to come, in order that you may comprehend more clearly where you stand and may more conscientiously take up the work which lies before you.

Let us make a hasty review of what the nearly ended century has done for us and all mankind. It is but the prelude of a great orchestral hymn of praise in which all soon will take a part, from the smallest flute to the great bass fiddle and the leader of the first viol. Yet the prelude indicates the nature of the greater song that is to follow it.

I need hardly speak of what steam and electricity have

done to diminish—in fact almost annihilate—space from the consciousness of man. The electric cars in and around the city of Boston enable her people to travel nine hundred miles for a dollar or two, and our own city is not far behind-hand in its easy and cheap transportation. During my visit last spring in San Francisco I heard frequently such expressions as these: "I think I will run out to the Hawaiian Islands next fall;" or "Oh, he'll be back next month; he has just gone over to Australia on a business trip. They have a branch house out there, you know;" or "Let us go to Japan this summer instead of to the Yosemite Valley"—until I began to think that Robert Louis Stevenson was not jesting when he wrote to J. H. Barrie that the latter would have no difficulty in finding his house, as all he had to do was to "cross America, take the boat at San Francisco, and stop at the second door to the east."

The almost universally possessed kodac, as well as the now common use of pencil and brush, are bringing the seashore, the foreign lands, the mountains and hills, the rivers and valleys that have enriched the lives of one member of a family, to the rest, who perchance may have been compelled to remain shut up in these prisons of brick and stone which we have dignified by the name of "centers of civilization." Nor need I dwell long upon the past of provincialism in thought. Through the agency of the great silent giant which speaks across the continent and whispers in our ear each morning the latest news concerning the famine in India, the political intrigues in South Africa, the new discoveries of gold in Alaska; if perchance he sometimes brings us more filth and disease than we relish, whose the fault? Is it not because we have not trained him aright? In the little seaport of San Diego, in the extreme southwest corner of our great country, I knew last year hour by hour the balloting which was going on in the Democratic presidential convention, and we read the now famous speech of Wm. J. Bryan at breakfast the next morning, just as you did here in Chicago. Last summer I opened my morning paper in New York city and read of the Queen's jubilee, of the

speeches that were made, of the magnates who were presented, of the costumes which were worn, and all other details, as fully as did many a resident of London.

Still more significant is the fact that reproductions, at least, of the world's great art treasures are now within the limit of the slenderest purse. Miss Josephine Locke, in her address to the public school teachers the other day, called their attention to the significant fact that until the year 1840 none might gaze upon the beauty of the great Sistine Madonna except such as had wealth and time and culture enough to seek her shrine in the Dresden gallery. In that year a reproduction was made for Prince Albert Edward, granted as an especial favor to the English sovereign. Last week some two thousand pamphlets containing a beautiful copy of this work, the greatest Madonna, along with many other masterpieces of art, were issued free of charge to the public schools in the city of Chicago, and reprints of almost every great work of art can now be obtained for a few cents. When we stop to consider where the greatest picture of the nineteenth century is placed, and what is its theme, we see again the hand of time writing in letters of gold "the coming era." Sargeant's great masterpiece, "Religions of the World," stands painted upon the walls of the public library in Boston, over the portal of whose door are the words, "Free to all."

But I must not linger over these significant facts. Let us turn rather to the meaning of all this and much more which might be enumerated. Let us rather consider the deep inner meaning of it. Is it not that through our own experiences we are nearing the realization of the greatest thought the mind of man can grasp—the solidarity of the human race? not alone the oneness in the interest and in the needs of all mankind, but the oneness of the whole human race with God? Christianity teaches not only God made manifest in the flesh, but that the flesh may become God-like, like the spirit; then we remember that in the last tender farewell prayer of the Son of Man were these words: "The glory which Thou hast given me, I have given unto

them, that they may be one even as we are one, I in them and they in me, that they may be perfected into one, that the world may know Thou didst send me and lovest them even as Thou lovest me." For 1800 years these words have been read and re-read, and yet the true, full significance of this prayer is just dawning upon us.

There is nothing more stinging in all Olive Schreiner's bitter, sarcastic protest against the human race than that passage in her "African Farm" where she describes the preparation for Sunday services, and seemingly incidentally remarks: "And the Kaffir slaves had no souls, of course, and so were not expected to be present;" and yet it reflects to an extent upon the condition of the majority of mankind. Too many laborers and children and criminals and others under authority are treated as if they had no souls. In fact we are too apt to think of ourselves, even, as crippled and limited by inheritance, by environment, by early education, and a hundred other obstacles, rather than as spiritual beings with spiritual power to transcend limit after limit.

"We pass through life," says Thomas Hughes in his new work on "Froebel's Educational Law," "almost in touch with momentous spiritual problems that are never revealed to us, because our spiritual insight has not been developed, or has been weakened by neglect." The practical realization of this great truth was Froebel's central thought. There is but one great thing in life, but one thought that makes life really worth living; that is, "the power of spirit to transcend all outward limitations and to grow on, more and more Godlike." Man has in him the divine, just to the degree that he comprehends this truth—unity of all creation with the Creator. It is to learn this that you have assembled here; to strive to realize it in yourselves, to prepare the child to receive it, to help the mothers do their part.

"In all things there lives and reigns an eternal law; this controlling law is eternal unity; this unity is God," are the opening words of Froebel's "Education of Man." In our studies this year we are to find this unity in nature; we are

to see it in art; we are to read it in great literature; we are to trace it in history. Most of all, we are to live it in our own lives. If we fall short of this we are not true kindergartners; we have not caught Froebel's thought nor the secret of his power.

In one of his letters to his cousin, Madame Schmidt, Froebel says: "We must render perceptible to the child the unity of the world, absolute existence, the world within. In a childlike fashion, such things we give to children through the games and occupations that I have created." Again he says that he has set forth in little blocks of wood his ideas concerning the nature of man. The grandeur and sublimity of this idea you will learn as you go forward in your study. Suffice it for me to say, that when you come into the realization that you are independent, self-determining beings, all duties will become privileges; all the work required, opportunities for further growth. So remember this always, that to Froebel, growth was greater than union, and what you learn will be taught you, in order that you may grow to fuller ideas. Therefore even the little things will become significant; you will learn that being punctual at your morning work and your afternoon classes is required of you, because it is the only way in which you can remain in true, harmonious relationship with people about you. You will learn to be neat and orderly, not that you may teach the better, but because lack of neatness and order brings inharmony and retards the unity toward which you are striving. You will learn to do your hand work in the best possible way of which you are capable, not that you may be accredited thereby with higher marks, but because character is developed by everything in life which is done in the best possible way of which we are capable. Creativity, that highest and divinest faculty of the human mind, comes only when we are willing to give it our best. No sluggard or slack workman is ever a creative artist. If you will learn to be cheerful and serene, even under discouragements and aggravating conditions, remember that the God element within grows only when the mind is se-

rene and calm. You will learn to consider it your greatest and most joyful privilege to be able to help another human soul on its upward evolution, and most and grandest of all, the lessons which will come to you will be full, strong, convincing realities that no amount of insight avails us unless we have in our own lives translated it into attainment; and as this conviction grows upon you you will, both consciously and unconsciously, be adding your part to the hastening forward of this grand new era of light with which the mountain peaks are already resplendent.

### AIR CASTLES.

IDA ROBERTS.

**I** HEAR my children's voices  
Building "castles in air."  
For them the golden future  
Holds a promise bright and fair;  
Oh, that wondrous, mystic future—  
When from childish eyes 'tis viewed,  
What a land of fairy beauty,  
With the skies all rainbow hued!

Long ago I, too, in childhood  
Built "castles in the air."  
For me the golden future  
Held its promise bright and fair;  
But that future with its coming  
Only sorrow brought to me,  
That shadowed all my "castles"  
With its grim reality.

Ah, my little lad and lassie,  
On some joyous, happy day,  
The veil that holds the mystic castles  
Will be rudely torn away.  
There before you will you see them,  
Frowning darkly grim and bare.  
Be brave, dear heart; turn not in fearing  
They are your "castles in the air."

## THE EVOLUTION OF A PRIMARY TEACHER.

### CHAPTER II—A BIT OF COLOR.

KATE L. BROWN.

THE Primary Teacher sat alone in her third-story bedroom at Mrs. Henderson's. It was a cheerless November afternoon, with a plaintive wind moaning about the house and a persistent rain driving against the windows.

The bell had struck for one session and the Primary Teacher was glad.

Her little people had reached the schoolhouse with wet feet and dripping garments. During a good part of the morning the steam radiators had been lined with small shoes a-drying. There was an uncomfortable odor of steaming garments, as one child after another revolved before the centers of heat like so many trussed pigeons.

Regular work was broken; there was more or less confusion, for the restless wind outside seemed to have affected the little spirits within. But now that the Primary Teacher was once more at leisure, she did not experience the relief and content she had anticipated. She sat in her one easy-chair looking absently out of the window. Her field of vision was limited by a rear view of some dingy brick houses, whose dreary back yards were separated from those of her own by the usual narrow alley, where street merchants uttered their shrill cries and gaunt city cats warbled perseveringly at night. A few yards showed evidence of attempt at cultivation. A forlorn and naked tree or two swayed in the autumn wind. A few shrubs beat helplessly against the brick walls, while withered remnants of mignonne or nasturtium bed trailed over the brown earth as if no spirit were left in them to battle with an adverse fate.

The Primary Teacher turned away with a sigh, but the interior was scarcely an improvement. A sickly green vine

trailed feebly over the dingy drab walls. The carpet, worn by a long train of boarders, had succumbed to an indefinite hue. The furniture was that funereal black walnut, refuge of boarding houses on principle, clumsy, inartistic, ugly. The few pictures and knickknacks put up by the Primary Teacher only seemed to emphasize the cheerlessness of the whole room.

A vision came to mind of a noble panorama of misty violet peaks, of a fair lake where white birches dipped their tremulous branches almost in the clear water. She saw broad fields of blossoming clover, over which bobolinks soared in rapturous singing. She walked under the cathedral arch of solemn pines, or listened to the gay chatter of some wild little mountain stream. She sat on a shaded veranda with wise and bright children of the world who were helping it by earnest deeds and consecrated thought. She had returned to her work so strong in body, so cheerful in spirit, so ready to do! Every child head had been surrounded by a little special halo, and even drudgery revealed its divine side. But the glow had faded, the romance fled. It was all very tame, very flat, very discouraging.

Suppose it should go on like this always. Year after year the Primary Teacher endures the strain, the confinement, the dull routine. She sees herself grow old, faded, tired, outworn, and a sudden panic seizes her heart.

But a bell rang sharply. That ever-welcome Mercury, the postman, is below. The Primary Teacher dashed down two flights, to meet on the third a small, toiling damsel bearing a package in her chubby hands. "It is for you," she said; "I bring it up all myself."

"Thank you, little Susy," said the Primary Teacher, dropping a hasty kiss on the freckled pug nose and speeding on. Reaching the next flight she glanced below, and a very wistful look on the round face made her pause. "Did you want anything, dear?"

"I thought praps you'd ask me to come up in your room," replied Susy, with engaging frankness.

"So I will," said the Primary Teacher graciously; "come



up in fifteen minutes." Susy gave a hop and skip, and her bubbling laugh rang out pleasantly. "How little it takes to make a child happy," thought the giver of this joy as she gained her own room.

The cover to her package removed revealed a smaller package and several sheets of closely written foreign note paper. In a second the dreary day was forgotten and she was wandering with a cherished friend over Devon's purple moors and by her opal-tinted seas. Now she was following a gay little stream to its haunts in Doone Valley, or gazing across Clovelly Bay to the "rosy red rocks" beloved of Charles Kingsley and made immortal by him. Now she sat under the shadow of Stonehenge, and heard that trickle of silver dropping down from the lovely, dove-dappled English sky—her first lark song. Or with quickened pulses she listened to solemn organ tones stealing through that nave of awful beauty, and Winchester's white-stoled choristers chanted their solemn "Amen." Just before the letter closed were these words: "When last in London I spent, as usual, a beguiling, tantalizing hour at Liberty's, where I found the little scarf I send you. 'Tis too pronounced for you to wear, but so lovely in itself. It holds the very ideal of summer richness and warmth. When you look at it, think of your old friend, who loves you always and would gladly bring more color and brightness to that faithful life of yours."

The Primary Teacher opened the other paper and revealed a dainty silken trifle of the most exquisite and glowing carmine. The heart of a rose could not have been more perfect. She draped it over a white picture frame where the face of a woman looked out—a face of strength, tenderness, and gracious charm. And such a true bit of color was the little scarf! It glowed as if possessing an inward fire of its own. Wherever the eye turned warmth and light seemed to radiate from it. The room was no longer ugly, the day had lost its dreariness.

How could life be utterly hopeless with such a warm,

soft, soulful thing at hand, speaking of that still more beautiful and living love?

The Primary Teacher picked up a volume of Ruskin and after a little searching found this: "The fact is, we none of us enough appreciate the nobleness and sacredness of color. Of all God's gifts to man the sight of color is the holiest, the most divine, the most solemn. The purest and most thoughtful minds are those which love color the most."

"I see," said the Primary Teacher, shaking her young head sagely, "we must have bits of color in our lives—color in the heart and color outside. Now I'll begin and put a little in Susy's poor, snubbed life, and some will surely creep into my own."

The rain still drove against the window and the sullen skies frowned upon a dejected earth. But in the back third-story room at Mrs. Henderson's there was a perfect rainbow of paper dolls laid across the bed. The little teacher brandished a pair of shears, and there was a dab of mucilage across the pug nose of a happy, chattering child, while the silken scarf glowed in its perfect rose.

The next day the Primary Teacher sought her school-room early and gazed at its venerable walls.

"Mr. Smith," she at last said to the janitor who was moving about, "do you think you could brush off my walls for me?"

Mr. Smith screwed up his face and looked embarrassed. "Well—you see," he said, hesitatingly, "there's no provision for it."

"I will pay you, gladly," said the Primary Teacher quickly.

"As an employé of this city," said the janitor stiffly, "I've no business to enter into contract with any other party."

"Oh, dear!" thought the Primary Teacher, "what incorruptibility. Well, God helps those who help themselves."

After school she spliced her long-handled brush broom to her rod for lowering the windows and went to work. The first brush brought down a cloud of dust which made

her sneeze vigorously. The pole wobbled, the wall looked streaky, but she persevered, though back and arms ached. Suddenly the janitor entered, and eyed her reproachfully. The Primary Teacher quaked a little, but said to herself, "There's nothing in the rules and regulations against this," and kept on. "Now, Miss —, I can't allow this," literally taking the pole from her. "There's no provision for such a thing, but I'll be dummed if I see ye break yer back over this. You go home. I'll see to it."

"Oh, thank you!" cried the Primary Teacher, with dancing eyes; "but I must repay you. You're too incorruptible to take money."

"Well, just see those little rascals o' yourn don't tip over my paper basket in the basement, and we'll call it square," returned Mr. Smith gallantly. The Primary Teacher went home radiant, a great smudge running across her left cheek.

"Why, my room is actually lighter," she thought the next morning as she entered it. "The wall is certainly three shades cleaner."

The next Saturday the Primary Teacher spent an hour browsing among the treasures of a certain Japanese store. She found a set of birds on paper sheets, soft yet brilliant in coloring, and with that marvelous suggestiveness in a few strokes characteristic of the art of our almond-eyed brethren. "How much?" she inquired.

"Fifty cents a dozen, rady," said the smiling proprietor. The Primary Teacher gasped. "I'll take two dozen," she said hastily, as if afraid that the beautiful things would vanish from sight. When Toyo Sumani came forward with her package he handed her a dozen envelopes, each decorated with some lovely flower study. Here were glowing chrysanthemums, there a tangle of rose and white chrysanthemums. Here a long-legged crane pensively ruminated among opening lotus blossoms, and there rosy-tipped cherry boughs rained down a drift of shell-like petals. "If rady like these she may have—no good to Toyo now," he said beamingly. The Primary Teacher was so overcome that she spent another dollar on two wall panels, one in yellows and soft

shaded browns, the other in carmines like her dear little scarf. Then she fled lest that fascinating place leave her a shorn lamb.

She was very busy for a week or two after, and the results were unexpectedly charming. The room, a northeast one, having sunshine only in the morning, was completely transformed. Just above the blackboard on the longest side ran a frieze of birds and flowers mounted on soft, gray-tinted paper. On the opposite side between the windows hung the two panels. Two pots of scarlet geranium in full bloom stood on the seat of the eastern window. At the northern window were two ferns, their pots covered with a soft tint of orange-yellow crape paper. Under the frieze of birds ran another in yellow chalk, of the alphabet—large and small letters in vertical script. Colored chalk was used liberally in other decorations, especially if the place was inclined to be a dark one. Up over the desk, a specially gloomy recess, a cluster of fans was arranged—soft bronzes, gray greens, and carmine on a background of primrose yellow crape paper.

The Primary Teacher had spent about five dollars to bring a little color into her living room and into the lives of her city children. She felt, however, that only a beginning had been made. She pined for one of Caproni's excellent copies of Luca della Robbia's Singing Boys, and visions of a great solar print of the Madonna dell Sedia, inexpensive but wonderfully lovely, came to haunt her waking dreams.

"I believe I'm beginning to catch on to Nature's plans," thought the Primary Teacher. "You must have the gladness and serenity within, to be sure, but you must have some color and brightness without to help keep alive the inner fire. Oh, Nature understands when she sets the golden-rod plume in the dun-colored, dying grasses, and when she turns her desolate marshes a bright rose, bronzed green, and glowing yellow! Even the uncouth clam shell reveals a dozen delicate, exquisite hues to the eye that looks. The cowslip carries a most lovely violet red on the end of its stalk to form a perfected harmony with its yellow-green leaves and

bright chalice. So we humans must bring color harmonies to the places where our boasted civilization has wrought only darkness and ugliness. Sunshine in a shady place—it has its meaning materially as well as spiritually."

The Primary Teacher was wearing her old gloves and exercising unusual care concerning car fare.

Did it pay?

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### SO WISE.

A FAIRY sat on a rose leaf edge—  
"The children have grown so wise,  
One needn't hide in a rose's heart  
For fear of questioning eyes,  
Nor shake the gold dust out of one's hair,  
Lest a sunbeam show it unaware.  
One may tilt and sway in the gold-green grass,  
One may wander fairy free,  
For of course if the children don't believe,  
They will never look to see!"

—*Selected.*

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### AUTUMN FIRES.

I N the other gardens  
And all up the vale,  
From the autumn bonfires  
See the smoke trail!  
Pleasant summer over,  
And all the summer flowers;  
The red fire blazes,  
The gray smoke towers.  
Sing a song of seasons,  
Something bright in all:  
Flowers in the summer,  
Fires in the fall!

—*Robert Louis Stevenson.*

## A Grateful Song.

LUCY J. MILLER.

ELIZA McC. WOODS.

We thank you for the gift you bring, And

The first system of musical notation for the song. It consists of a vocal line and a piano accompaniment. The key signature is D major (two sharps) and the time signature is 6/8. The vocal line begins with the lyrics 'We thank you for the gift you bring, And'. The piano accompaniment features a steady eighth-note pattern in the right hand and a more complex, syncopated pattern in the left hand.

for the thought so kind we'll sing: Thank you, thank you,

The second system of musical notation. The vocal line continues with the lyrics 'for the thought so kind we'll sing: Thank you, thank you,'. The piano accompaniment continues with the same rhythmic patterns, providing a harmonic foundation for the vocal melody.

thank you. Our gift is small, but

The third system of musical notation. The vocal line concludes with the lyrics 'thank you. Our gift is small, but'. The piano accompaniment provides a final harmonic support for the vocal phrase.

## A Grateful Song. Concluded.



### CLEANING HOUSE.

Clean, clean!

Make the house clean—

Tidy and ready and fit to be seen.

This is such a busy day;

Really we've no time to play!

Sweep, sweep!

Carefully sweep!

Gather the dust up all in a heap.

You the pan and I the broom,

Soon we'll have a cozy room.

Run, run!

Pussy cats, run!

Don't like the water, can't see the fun!

Scamper, spiders, up so high,

From your "cobwebs in the sky"!

Scrub, scrub!

Hard the glass scrub!

Jack shall be window-man, rub-a-rub-rub!

Soap and water such a lot—

Quite a wet and spongy spot!

Shine, shine!

Make the things fine!

You with your duster and I with mine.

Won't the big folks happy be,

All the house so clean to see!

—Elizabeth Tucker, in "Old Youngsters."

MOTHER-PLAY BOOK STUDY QUESTIONS.\*

THIRD SERIES. III.

SUSAN E. BLOW.

*Lessons of Child and Moon, Boy and Moon.*

THE CHILD AND THE MOON.

"BRIGHT round moon in the starry sky,  
Sailing above the steeple high,  
I am so glad your face to see!  
Come from your far-off place to me!"

"Dear little child, if I come to thee,  
Who will shine for the ships at sea?  
And how will the traveler find his way  
Unless in my far-off place I stay?"

"Bright round moon, you may shine for all,  
Sailing above the steeple tall.  
Thanks I give for your friendly light,  
Beautiful moon! Good-by! good night!"

—*Emily Huntington Miller, in Miss Blow's "Mother-Play Songs and Music," p. 76.*

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THE LITTLE BOY AND THE MOON.

Pretty moon, your face I see  
Just above the garden tree.  
Are you smiling now for me,  
Moon so brightly smiling?

Yellow moon, so bright, so near,  
In the sky so soft and clear,  
I can almost reach you here—  
Moon so softly shining!

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\*Contributors to this department are requested to write each question in full with its number, followed by the answer. Also to place name and address at the top of each page of manuscript, the same to be carefully numbered. Also to fold the manuscript for mailing, instead of rolling it.—EDITOR.



Bring the ladder, strong and new.

Now I know what I will do:

I will climb and sail with you—

Moon so slowly sailing!

—*Emily Huntington Miller, in Miss Blow's "Mother-Play Songs and Music," p. 76.*

1089. Relate as many incidents as you can recall, showing the interest of young children in moon and stars.

1090. Relate any of your own childish fancies about the heavenly bodies.

1091. Relate any conversation you may have had with your children about the picture of Child and Moon.

1092. Relate conversations on picture of Boy and Moon.

1093. What moon songs do your children love most? Why do you think these are preferred?

1094. Do your children ever make moons or stars with any of their gifts? If so, please draw some of their representations.

1095. What stories do you tell in connection with the moon songs?

1096. Is any one season of the year to be specially preferred for directing the child's attention to the moon? Why?

1097. Describe picture of Child and Moon.

1098. Describe picture of Boy and Moon.

1099. What does Froebel say in his Commentary on the Child and Moon, of the attractive power of the moon?

2000. What does he say in his Commentary on the Boy and Moon, of the result of ignoring the child's wonder?

2001. What does Plato say of wonder?

2002. What does wonder express?

2003. How does Froebel think we should respond to the child's wonder over the heavenly bodies?

2004. What do you think of his criticisms of the practice of calling the moon a man?

2005. Did not primitive men invest the moon with human attributes?

2006. Should the parallel between the development of the individual and the race be a literal one?

2007. What should we learn from primitive animism? How may we wisely apply this knowledge?

2008. What do you think of explaining the stars as gold pins or burning lamps?

2009. Do you agree with Froebel's suggestion that the child should be taught to see in the moon a shining, swimming ball? Give your reasons for agreement or disagreement.

2010. What question does Froebel ask in first paragraph of his *Motto to Little Boy and Moon*? See "*Mottoes and Commentaries*," page 299.

2011. What question does he ask in the second paragraph?

2012. What two questions does he ask in the third paragraph?

2013. How does he answer his own questions in paragraphs 4, 5, 6?

2014. Give statements by great poets of the child's immediate sense of unity with the all.

2015. In his *Commentary on the Child and Moon* what does Froebel say is the object of the song?

2016. What incident gave the point of departure for the *Boy and Moon*?

2017. Have you known of any similar action on the part of a young child?

2018. Of what mythical stories is an attempt to climb to the moon the physical substrate?

2019. Relate any moon myths which may have interested you.

2020. Give the various explanations of nature myths which have been suggested by different thinkers. Consult Max Müller's "*Essay on Comparative Mythology*"; Fiske's "*Myths and Myth Makers*"; Tyler's "*Primitive Culture*"; Dr. Harris' "*Introduction to Philosophy*," pages 189-199; Ruskin's "*Queen of the Air*."

2021. Give your own point of view on this subject.

2022. What do you think of the description of the reli-

gious ideas of young children given by Dr. Hall in his article on "The Contents of Children's Minds"?

2023. What do you think of the experiences given in Dr. Hall's "Study of Fears"? See pages 174, 175, Nos. 25, 35, 36, 37, 38, 39, 41, 42, 43.

2024. Compare "Contents of Children's Minds" with Prof. Earl Barnes' "Theological Life of California Children." Note especially in the latter, the paragraph beginning: "In all this scheme of theology natural phenomena play but a small part," etc.

2025. What difference in age between the children studied in the two cases?

2026. Read in Professor Barnes' "Studies in Education," IV, pages 147-149, two little boys' stories, with comments

2027. Give in detail your own thoughts with regard to the influence of the heavenly bodies upon the imagination of little children, and your own judgment as to the ways and means of making this influence helpful to the religious life.

#### ANSWERS TO QUESTIONS.

(From Cora E. Harris, Jamestown, N. Y.)

##### *The Lesson of the Happy Brothers and Sisters.*

996. What manifestation of the child gives the point of departure for this song?

The clasping together of his hands.

997. How does Froebel explain this manifestation?

That it is no arbitrary gesture, but a universal manifestation of inner spiritual life. It is the first physical expression of the young, germinating soul.

998. What do you know of the origin of gesture?

Gesture is natural alike to men and animals. With imitative sounds gesture makes up the world-wide natural language. As speech is developed, gesture naturally diminishes in its use.

1004. Give any practical illustrations from your own experience of the reaction of attitudes, movements, and gestures upon feeling.

My grandfather used to say that he could bring on a fit of the blues at any time by sitting with his head leaning down upon his hands. I think one cannot imitate the sound of an animal without feeling somewhat its nature, as well as when one imitates its movements.

1005. If a child has a passionate temper, and has fallen into the habit of clenching his fists and biting, do you believe that restraining these actions will modify his feeling?

Horses are sometimes broken of the habit of kicking by simply restraining their movements along that line. In like manner I should

think it probable that if children were restrained from wrong habits the desire in that direction would die also.

1006. If a child pouts, sulks, whines, do you think these acts will recoil upon his general state of feeling?

I believe those acts promote the growth of a wrong disposition in the child being its natural expression, as the leaves are of the plant. If the leaves of a weed are persistently destroyed it soon dies, root and branch; and restraining wrong expressions in a child would have a like effect in destroying a wrong disposition.

1007. Will the reaction of restless movements tend to develop a restless character?

Restlessness seems opposed to thoughtfulness, the growth of which, as Froebel says, is of first importance to the child, and without which character can have no sure foundation.

1010. What does Goethe say in the "Pedagogic Province" about the influence of gesture?

In a school visited by Wilhelm certain gestures are imposed upon the children as a means of salutation. Something of the meaning of these gestures is disclosed to each child as it is thought best, and they are forbidden to talk about them among themselves; but each in his own secret heart is to fathom a deeper meaning than the one disclosed, thereby enriching his own spiritual life.

1011. Does his point of view correspond with Froebel's?

I believe so, for he implies that the inner collectedness of life is fostered by gesture.

1017. When an engine is going at full speed what is necessary in order to make a safe stop, or to reverse its direction?

To put on the brakes and let it come to a gradual standstill.

1018. How would you like it if when your whole mind was eagerly intent upon some subject, you were suddenly forced to do something quite different?

I should be very much irritated and not feel like doing the something else pleasantly, if at all.

1020. What are the signs of over-stimulus?

Restlessness and little desire for healthful occupations.

1021. Reverting to the special gesture which forms the point of departure for our song, what does Froebel say it indicates?

Inner collectedness.

1022. What is inner collectedness?

It is a glimpse of the universal soul through the transitory appearance of things.

1023. Does Froebel refer to this collectedness in any other of his commentaries?

I think he makes the idea especially prominent in "The Dove House," where he admonishes the mother to foster the presentiment that the child possesses of his harmony with the divine, although it is as yet an unconscious feeling.

1024. Should you not think that to conquer this poise was one of Froebel's chief aims?

I think it to be the main theme of all his works; the Godlike nature of the child and the necessity of his becoming conscious of the same.

1025. What childish faults attack collectedness?

The tendency to pass too quickly from one object of interest to another.

1026. What faults of grown people make it impossible?

Lack of contemplation; slighting the companionship of oneself.

1027. Can there be any spiritual life without collectedness?

As each body is nourished by the material universe, so each soul must be nourished by the universal soul. The entrance to that soul is through consciousness, without which there remains only a germ of spiritual life, as in the little child.

1028. What does Froebel say in his Commentary, of the development of spiritual life?

That the inner collectedness to which the child has not yet attained may be fostered and strengthened by the folding of his hands.

1029. Might you define collectedness as wholeness of life, in opposition to the fragmentary, transient, and detached episodes of life?

It is the eternal, abiding part before which, as Emerson says, time, space, and nature shrink away.

1030. Should we live in the episode or in the whole?

We must of necessity live largely in the episode. Each actor must throw himself, his energies, into the one part that he is to act, if the drama is to be a success. But one should know as far as possible how each episode is related to the whole, and prove his strength of individuality by the power he possesses of marshaling episodes with reference to the whole as he sees it.

1031. Name any ways in which you may help the child to live in the whole.

By strengthening those relationships that the Mother-Play tries to set forth, helping him to feel the harmonies so discernible in the "Finger Piano."

1032. May we live in a whole of feeling before we consciously attain wholeness of thought?

A young lady tells me that she always distinctly remembers the time when she first thought about the beauty around her, one lovely June day. It seems that the feeling at that time blossomed into conscious thought with such power that it was always remembered.

1033. Is the presence of the whole in feeling what we really mean by religion?

Yes, the music that enriches our lives when the heart is attuned to the universal soul is religion.

1034. Was Froebel's supreme educational aim to make the child truly religious?

His aim in developing the whole child was with real reference to the soul, and he felt that unless the child became religious the soul's development would be arrested, thereby thwarting his whole aim.

1035. What does he say in the "Education of Man" on this point? (Pages 21-27, 140-151, Hailmann's translation.)

The child's first smile is not only the dawn of consciousness, but is the germ of community with its mother, which foreshadows the community with God. The vague, misty feeling which the child possesses in regard to his divine origin is to be fostered by the prayerful, religious lives of those nearest him from earliest infancy, if he is to possess a religion that shall rise supreme in all storms and changes during his later life. When man finds peace, joy, and salvation by recognizing his divine origin, and consequently his natural dependence upon and daily communion with God, he possesses the only true life. The truth of the threefold manifestation of God furnishes the corner stone for religion.

the world over; thus an insight into this truth gives aim and purpose to life, and it should be the first duty of the schools to teach the Christian religion, that each person may be enabled to avail himself of the insight.

1044. Should you think "Happy Brothers and Sisters" a song to be used in the kindergarten? If so, why? If not, why not?

I think not, because I believe the stillness of night and the natural breaking away from the cares of the busy day are necessary, or at least best conducive, to bring about the feeling which should precede clasping of the hands in early childhood.

1045. Do you find any relationship in this game and those that precede and follow it?

All the finger games especially emphasize the thought of harmony in diversity. The hand itself, beside the family and society which it symbolizes, leads to the higher feeling of harmony in sound and color brought out by the "Finger Piano." In our present song the child catches a glimpse of the cause of all harmonies, while in the succeeding one he endeavors to unite his varied experiences and hastens to church in quest of help to harmonize and find the deeper meanings of these experiences.

1046. What is sleep?

Sleep conditions a relaxation of the voluntary muscles, by which the vital organs are enabled to sustain life by a minimum outlay of force, and renewed strength is gained for mind and body.

1047. What is its significance?

It signifies repose, peace, and harmony.

1048. How do you explain the many statements in the Bible that God appeared to men in sleep?

Their waking thoughts were largely turned toward God, and when the body slept the never-tiring soul went on its quest for the divine. Would it not seem reasonable that the soul might more clearly image its Maker when the will and all perplexing cares were for the time lulled to sleep, as quiet water reflects best the heavens?

1050. Why do you think Dante so often describes himself as making progress in his sleep?

At one time Dante awoke to find himself away from hell and at the very gate of purgatory, some good angel having borne him thither during sleep. I think the story gives expression to the universal experience of waking to find oneself on a higher plane of thought, in possession of a quickened imagination and renewed courage after a quiet sleep.

1056. What does Carlyle say of the influence of a devout mother, in "Sartor Resartus," Book II, chapter II?

"Let me not quarrel with my upbringing! It was rigorous, too frugal, compressively secluded, every way unscientific; yet in that very strictness and domestic solitude might there not lie the root of deep earnestness, of the stem from which all noblest fruits must grow? Above all, how unskilful soever, it was loving, it was well-meant, honest, whereby every deficiency was helped. My kind mother, for as such I must ever love the good Gretchen, did me one altogether invaluable service: she taught me, less indeed by word than by act and daily reverent look and habitude, her own simple version of the Christian faith; . . . but my mother, with a true woman's heart, was in the strictest sense religious. How indestructibly the good grows, and propagates itself, even among the weedy entanglements of evil! The highest whom I knew on earth I here saw bowed down, with awe unspeakable, before a Higher in heaven; such things, especially in infancy, reach inward to the very

core of your being; mysteriously does a Holy of holies build itself into visibility in the mysterious deeps; and reverence, the divinest in man, springs forth undying from its mean envelopment of fear."

1057. Must your first effort be to nourish in yourself that spiritual life which you must possess to communicate?

I do not believe one can give what he does not possess, any more in the spiritual than in the material realm.

1058. Is the limit of possession always the limit of power?

Emerson says that the effect of every action is measured by the depth of the sentiment from which it proceeds. He says also that human character evermore publishes itself. The most fugitive deed and word, the mere air of doing a thing, the intimated purpose expresses character. If you act you show character; if you sit still, if you sleep, you show it.

(From Mary J. B. Wylie, Buffalo, N. Y.)

1065. Do you understand that Froebel intended that *only* the games and gifts mentioned should be reviewed, or do you understand that this particular review is intended to suggest others?

Froebel's educational *material* and songs and games consist of types; this review is typical and suggestive of others.

1074. What do you think Froebel intended to suggest by the impulse of the children to climb the tower?

I think he suggests the aspiration of the soul.

1075. Why does he contrast with this the wish of the grandmothers to stay in the church?

Like feelings prompted the children to climb the tower and the grandmothers to enter the church. The experiences of the grandmothers had involved aspiration in worship, which is comprehended aspiration that loses itself in worship and grows richer thereby.

1076. Was the impulse of the children right or wrong?

The impulse of the children was right. They expressed human joy, and Froebel says: "Real human joy is only a divine worship, for it is ordered by God."

1077. How do you explain the fall of the tower?

The tower was a part of the "theological furniture" which changes with time and with changed conditions of life.

1078. How do you explain the escape of both grandmother and children?

They represent the living truth which is the same in all ages and which cannot be destroyed. "Truth crushed to earth will rise again."

1079. Is aspiration always good?

Aspiration is always good.

1080. May it lead to *unwise* acts?

It may, and frequently does so. The act of the little boy who cut a hole in the brim of his new straw hat to hang it up, and the deepest folly of Faust had their origin in aspiration.

1081. In general does Froebel believe in *rapid* or gradual transitions?

In general Froebel believed in gradual transitions. He saw deeply into the analogies of nature, and believed in the plan of successive development.

1082. How do you explain the warning in the concluding part of the song?

More careful we all must be, for the one who stumbles or the one who tumbles causes others to fall. We are our brothers' keepers.

1083. Will you read in the "Reminiscences of Froebel," by Baroness Marenholtz, the conversation with Frau Ense, and state if it throws any light upon the "Children on the Tower"?

From that conversation I recall the following statement by Froebel: "Only he can be an educator of men, in a high sense of the word, who understands the nature of man in the past, present, and future. Without knowing the final goal of human destiny—or at least having a presentiment of it—we cannot take the first step toward it. The farthest and the nearest, like the greatest and the least, are in connection; and never and in no place should this connection of all things be left out of account."

1084. Do you think it possible that Froebel intended to hint that all remains of mediævalism in Christianity must be destroyed?

No; I think Froebel meant that the external authoritative constraint that interfered with the sacredness of the individual conscience was to be removed, so as to leave the individual through his own conflicts to gain redemption and form a part of the Christian church, which must promote social communion between families and nations and gather them into the sole universal nation to whose people alone God gave the promises.

### THE SEARCH.

I HAVE wandered long and far  
Under sun and under star,  
Up and down and to and fro,  
Through the grass and through the snow,  
Seeking for the secret dell  
Where the happy fairies dwell.  
Often those I met would say,  
"You must search beyond the day;"  
If a hill my steps defied,  
I must "look the other side";  
If a stream ran swift before,  
I must "try the farther shore."  
On I sped; 't was still the same,  
And I never nearer came.  
Ne'er I saw a guide-post stand  
Pointing thus: ~~BE~~ TO FAIRY LAND.  
Although many seemed to know,  
None the hidden way would show.  
I believe it's all a joke,  
And there are no fairy folk!

—Clinton Scollard.



## ACCOUNT OF THE CHICAGO KINDERGARTEN CLUB.

MARY JEAN MILLER.

**T**HAT "history repeats itself" is frequently proven, not only by nations and individuals, but by families and communities as well; and the Chicago Kindergarten Club, although classed with none of these, proves its close connection with each in the fact that it has experienced several of their stages of growth.

We have, as a club, reached the age of twice seven, or fourteen years. From 1883 to 1890, or the first seven years, we were tenderly cherished and inspired by Miss Elizabeth Harrison, our president. Meetings were held weekly, and the membership consisted of kindergartners, public school teachers, and mothers, "who," writes Miss N. C. Alexander, "met together to gain strength through sympathetic intercourse and a broader and deeper knowledge of the motives, principles, and methods of kindergarten work." Our second period of seven years was begun with Mrs. Alice H. Putnam as president, who said: "The interests of the club are to arouse in kindergartners and public school teachers a unity of feeling in their work for children." Our work along this line was not so much as an organization as through the personality of Mrs. Putnam—the mother educator—who has always stood for the wider relationship connecting kindergartens and public schools. It is not easy to realize that this position was taken when kindergartens were being "weighed in the balance," and more often than not "found wanting."

At the age of nine appeared new phases of development, and the question arose, "What's in a name?" "What is the future work of the club, and does the name, Kindergarten Club, stand for all that is intended in its object and work?"

Mrs. Mary B. Page became our president when the age

of ten was reached and signs of adolescence appeared. Keen foresight led us to "unanimously decide that our work should include a clear knowledge of the relation of the kindergarten to the child's later development." Interests akin to those existing between members of a family in a community had always occupied our attention, but now broader ones were demanded. State papers were to be presented to the legislature of Illinois, asking for laws admitting kindergartens into the system of public schools, and our support was needed and given. The World's Columbian Exposition was approaching, and money was donated to aid in the decoration of the Children's building. After many deliberations we universalized our interests by securing a membership in the International Kindergarten Union. The "white city" and its environs afforded so many attractions that it was deemed wise to meet but once a fortnight. As is often the case with the individual, so it proved with the Kindergarten club, that the eleventh and twelfth years were trying ones. The excitement of the World's Fair and the financial depression following were factors in causing necessary changes in our club life. Much credit is due Miss Frances Newton and Miss Katheryn Beebe, who so faithfully stood at the helm during our passage of Scylla and Charybdis.

During the year 1893-94, Miss Newton president, we sent a formal letter to Colonel Parker, expressing appreciation of his work in our city. We also became a federated club, and resisted not the university-extension wave which rose to such a height in Chicago. The reduction of our membership fee from three dollars to two, and the holding of meetings but once in a month, were important changes.

"How shall we bring nature to the city child?" was a vital question propounded by Miss Beebe in the year 1895-96. Froebel's birthday was remembered during this year in a celebration at Hull House, in which all the kindergartners of the city participated.

The advanced age of thirteen was reached when Miss Bertha Payne took the presidential chair, to usher in the advent of Child Study. Leaders were appointed for the

monthly meetings, resulting in an awakening of interest in lists of questions for studying children.

The past year, as the president, Miss Alice Temple, expressed it, has resulted in the meeting of training teachers and directors of kindergartens upon the same plane. Expecting each member at some time to prepare written matter answering few or many of the questions relating to special subjects in the G. Stanley Hall Syllabus has brought out much latent power in our membership.

"Not what we give, but what we share," must become our motto. It is possible to give and the receiver know nothing of the personality of the giver; but we cannot share without receiver and donor knowing each the other. The best in us cannot grow but by this sharing activity; and do kindergartners for a moment think this is needed only in the kindergarten? Does not Froebel's statement, "It is impossible to give a sound intellectual education to a child who has not a true moral development, and a child cannot have that who is separated from other children and led to imagine himself as having a superior nature"—apply in principle to children of larger growth? Each member of the families known as training schools must have a larger social life in communion with others.

Can anyone suggest a more noble aim and higher aspiration for the Kindergarten Club of Chicago than this? I do not advocate the bringing of infants into this larger community life; they should remain in the arms of their mother training schools. But no person has arrived at the mature years of director or assistant in a kindergarten who does not need the longer vista and wider horizon which our Kindergarten club elevation gives. Do I overestimate the value of such a social organization? This is just what it has done in past years for the few who have really become a part of it.

To apply these seeming ideals or theories may be the privilege of all. A kindergarten club, like a child garden, which does not give every member every meeting time an opportunity to express himself, is not worthy the name kin-

dergarten. Then shall we love to give, and grow by the sharing.

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PROGRAM FOR THE KINDERGARTEN CLUB FROM OCTOBER, 1897,  
TO MAY, 1898.

*Stories in the Kindergarten.*—October 9: Give list and source of stories used during the past year, naming those which have been most successful; How often should stories be told in the kindergarten? Do you retell only such stories as the children call for, or repeat sometimes those you think well for them to hear? Is the teacher justified *at all* in depending upon her personal magnetism to hold the children's attention in a story? Is there a necessary connection between story and program? Shall the connection, if any, be one of motive, or circumstance? November 13: With what purpose do you tell nature stories? Illustrate; What, if any, mythical stories do you use? Compare the value of mythical and fairy stories for children under six years of age. What is your position in regard to the use of Old Testament stories in the kindergarten? Do the children really gain the ideas of heroism, etc., which we desire for them, through the stories of the knights? What ideals of heroism appeal to children in literature? What is the value of stories of our national heroes for children in the kindergarten?

*Nature Study in the Kindergarten.*—December 11: What characterizes the young child's interest in nature? Do you think it desirable to carry out a definite line of connected nature work through the year? What have you done in incidental nature study in the kindergarten? What success have you had in bringing nature forms into the city kindergarten? What have you done in the way of gardening? Do you have caged or stuffed animals in the kindergarten? Are there objections to either? How shall we bring the city child and the country together? How can the kindergartner best prepare herself for nature work with the children?

*Games in the Kindergarten.*—January 8: Have you felt the need of types of plays, especially for the city child, not supplied by Froebel? What everyday experiences of your par-

ticular children have you utilized in play, and in what form? What classes of games are particularly needed for large numbers of children? What proportion of time should be given to purely rhythmic plays? Have you used the games in Froebel's "Pedagogics of the Kindergarten," or those modeled after them? February 12: How do you feel about the symbolism of such games as Froebel's Grass Mowing, Carpenter, Knights, and Light Bird? How far does the symbolism of the particular game reach in building up a perception in the child's mind of the underlying truth? What value do you find in formal games with set music, words, and action, such as the Blacksmith, the Pigeon House, etc.? What do you think of the educational value of games invented by the children, arising from their own experience, the dramatization of stories, etc.? Which do children like best, and which longest, the formal game or the one invented by themselves?

*Materials in the Kindergarten.*—March 12: Which of Froebel's gifts and occupations do you consider of most value, and why? Which are most enjoyed by the children, and why? What do you consider the relative value of solid and surface materials in gift and occupations? Do you give sequences in life and beauty forms in order to furnish standards of economic work, fitness of form to use, beauty of proportion, balance of parts, etc., or will you furnish the child with ideals in other forms of art and use, leaving him to express freely what he has taken in? April 9: Are Froebel's materials sufficient to meet the child's need for creative expression in the kindergarten? What, if any, other materials can be used to advantage? What do you understand by the illustrative use of the gifts? the characteristic use? Have the gifts and occupations the symbolic value sometimes assigned them for children?

*Annual Meeting.*—May 14: Reports, election of officers, discussion of program for following year.

## CURRENT WORK—NEWS—REPORTS.

**New York State Mothers' Congress.**—Simultaneously with the Chicago Convocation of Mothers was the first congress of mothers of the state of New York, in Syracuse. This was an initial organization of its kind, and the statement was made in several New York papers that it was the first state organization in this country, which needs modification. South Dakota boasted a state organization of mothers' clubs prior to the National Congress of Mothers, of which this New York state organization is the outcome. An account of the South Dakota Council of Mothers was given in the April KINDERGARTEN MAGAZINE. However, the South Dakota organization is a small one compared with this newly launched congress of New York. The session of four days at Syracuse was "a gathering of importance in the history of the mothers' club movement, which had its inception at the Washington Mothers' Congress last February. It was at that time that the national organization was formed and plans were made for extending the work into every state of the Union. With this idea in view a chairman and temporary secretary were appointed for each state, with instructions to call together mothers' congresses, which should organize associations in their respective states. The New York state chairman was Mrs. Fannie Schwedler Barnes, the editor of *The Mother's Voice*, the official organ of the national organization. Mrs. Barnes is known throughout the kindergarten world as founder and for several years a director of the Workingmen's School of New York city. She was also for seven years principal of the Chicago Kindergarten Association, and was a member of the advisory board of the World's Educational Congress. The state secretary was Mrs. T. Calvin Mead, of Oswego, the wife of the pastor of the First Presbyterian church of that city. These officers, with the following women, constituted the board of directors: Mrs. C. E. James, of Utica, who gave the series of kindergarten talks last winter, of which the Syracuse Mothers' Club was the outcome; Mrs. Fannie Bailey, of Albany; Mrs. Mary T. Burt, of New York, the state W. C. T. U. president; Mrs. F. N. Fowler, of Jamestown, and Anna K. Eggleston, of Buffalo. Syracuse was among the first of the cities of the state to form a mothers' club. For this reason, and also because the women of that city are noted for their enthusiasm and enterprise in everything that relates to the modern club movement, Syracuse was chosen as a fitting place in which to hold the first state congress and organize the state work. It is intended to make the organization broad enough to include all home, kindergarten, and Christian primary work. Mrs. Fannie Schwedler Barnes, of New York, the chairman of the convention, was elected by acclamation as the first president of the organization, and other officers were chosen as follows: First vice president, Mrs. J. Calvin Mead, of Oswego; second vice president, Mrs. E. H. Merrill, of Syracuse; corresponding secretary, Mrs. Cornelia James, of Utica; recording secretary, Mrs. S. T. Harris, of New York city; treasurer, Mrs. Fannie J. Bailey, of Albany. The constitution and by-laws provide that the officers shall be elected annually and that the congress shall meet once a year in the cities of New York state, at the discretion of the executive board, which is composed of the officers and

chairmen of standing committees. The constitution says: 'The objects of the congress shall be educational and philanthropic. Believing that there is great suffering in the world from lack of knowledge and care on the part of women, and that childhood, and hence society, suffers irreparable loss from not being carefully studied and understood, and that women ought to keep pace with the movements and methods of education, physical, mental, and moral, this society shall aim to bring women together for such study.' Among the prominent speakers who addressed the convention were Charles R. Skinner, of Albany, superintendent of public instruction; Wilber F. Crafts, D. D., of Washington; the Rev. S. R. Lathrop, D. D., and Mayor McGuire, of Syracuse; Mrs. Fannie Schwedler Barnes and Mrs. Almond Hensley, of New York, and many others who are noted for their connection with sociological, educational, and philanthropical work. One of the most interesting addresses of the convention was delivered by Mrs. Hensley, who spoke on the 'social evil.' She said the evil could not be abolished by the breaking up of disreputable resorts. 'The only way,' she said, 'is to inculcate into the education of our sons the true principle of morality. So long as it is tolerated in our young men as "wild oats" and "youthful folly," and they are allowed to pay attention to our daughters, so long will virtue be at a discount.' Mrs. Hensley spoke as follows of the society woman and her outward appearance of virtue, but who, she said, was in reality a bird of prey: 'Our butterfly smiles to herself as she leans back in her carriage after the ball, to think how she has moved men, has seen in their eyes the brightness of supreme desire, has even herself perhaps felt an answering thrill to the ardent feeling so near her, and yet given nothing.' Mrs. F. Schwedler Barnes, of New York, and Mrs. Almon Hensley, of New York, were elected as delegates, and Mrs. Maurice Wright, of Oswego, and Mrs. Frances J. Bailey, of Albany, were elected alternates to the National Mothers' Congress in Washington next spring."

THE Philadelphia branch of the International Kindergarten Union held its regular meeting on Tuesday, October 5, 1897. After some singing, the minutes and reports of various committees were read. Next was presented the resignation of Mrs. Constance Mackenzie Durham, who, since the formation of the Philadelphia branch, five years ago, has occupied the presidency. Mrs. Durham referred to the warm relationship that has existed between herself and the members of the organization, how the ground for that steady growth of friendship was one of common interest in the service of childhood and of one another. Their hearty coöperation had had the effect of hastening the progress of the kindergarten in Philadelphia. In conclusion Mrs. Durham said: "While I send in my resignation as president of our association, and while in some measure our relationship must necessarily be changed, I cannot cut myself away from you all. I simply come down from the platform to take my place among you all as an unofficial member." The resignation was accepted with much regret. Miss Anna W. Williams and Miss Geraldine O'Grady spoke of the earnestness that had always characterized the Philadelphia kindergartners, attributing their enthusiasm to the leadership of Mrs. Durham. Correspondingly the pioneer work of the latter had been made possible by this hearty coöperation. Miss Williams was nominated president of the association to fill the vacancy caused by Mrs. Durham's resignation. The expected lecturer of the afternoon being unable to comply, Miss Geraldine O'Grady graciously consented to read her paper on "The Relationship of Child Study to Froebellian Thought." This re-reading was welcome to those

who had listened to it with so much interest at the National Educational Convention, as well as to those who thus had the opportunity of hearing it for the first time. The meeting closed with an interesting detailed account of last summer's new feature of the Extension Department of the University of Pennsylvania. This was reported by Miss Zeta Berenice Cundey, who attended the course. Miss Cundey said: "The kindergarten was given a prominent place in the course, showing the importance attached to the work in Philadelphia. There was a practice kindergarten taught by Miss Anna W. Williams. A lecture on one of the following subjects was given each day: 'Mental Development,' by Professor Tauney; 'Attention,' by Professor Titchener; 'The Education of the Central Nervous System, or the Training of the Senses,' by Professor Halleck; 'Modern Problems and Theories in Psychology,' by Professor Lightner Witmer. Miss Laura Fisher, superintendent of public kindergartens in Boston, gave five lectures on the psychological significance of the kindergarten. The first two lectures were on 'Imitation' and 'Moral Training.' Miss Fisher said: 'Let us begin to train the child at once, for if we delay circumstances will do the training for us. The young child is neither good nor bad, but his tendency is to be both, and environment says which he shall be. It is highly important to know of what virtues and degrees of virtue children are capable. Childhood's primary virtue is obedience, but this should be exacted as a law binding to all, not as an example of parental authority.' In 'The Training of the Senses' it was said that Froebel's idea was to lead the child *through* the senses *away* from the senses. In speaking of the gifts Miss Fisher said: 'Movement first, then knowledge. Test the child's knowledge by allowing him to reproduce. Every idea secured should be the germ of original construction; hence the kindergarten exacts of the children that they create, realizing this as man's highest power.' The course closed with a reference to the child-study movement, Froebel being cited as the pioneer in this work, there being hardly a line of important observation which he did not indicate. A caution was given to over-enthusiastic students in laboratory child study."—*Emilie Jacobs, Home Sec'y.*

**School Children's Annual Exhibit of Drawings.**—Again the exhibit rooms of the Art Institute of Chicago are honored by the well mounted and arranged collection of school children's "works of art," ranging from the kindergarten to the normal school. Thousands of children, with teachers, parents, and friends, have admired and viewed the exhibit. This is the third annual exhibition by means of which the supervisor of drawing, Miss Josephine Carson Locke, hopes to bring about her ideals of socializing art. The fact that the entire museum of valuable sculpture, paintings, and collections of every kind is thrown open, free to the children, was at first questioned by some thrifty friends, but the experiment has proven most successful. Not an evidence of the alleged destructive nature of boy or girl has been manifest, not a sign of tampering or marring has been discernible. Respect for their own precious handiwork has no doubt done much to neutralize the tendency for all time. Many of the charcoal sketches from child life in the exhibit are worthy of sympathetic attention from artist as well as educator. Large, loose, easy lines; free and broad effects of foliage; fruits and flowers in wet, fresh colors, put on with humble crayons, or more aristocratic water colors, all tell the same story—that artistic feeling rather than technical skill is the aim of this work. Miss Locke has escorted the city normal teachers in a body to study these fruits of children's hands, pointing out in her own energetic and impressive



manner the vital qualities of the same. She said: "You can get more from an exhibit than from all the text-books. The child's mind, which is a great storehouse of wonderful things, reveals itself in these spontaneous drawings. Freedom is the watchword, nature the inciting power. No text-book would satisfy a Chicago child. Pictures are a short cut to culture. By means of penny pictures the child can revel in the history of the ages. The picture and the bicycle are the greatest reformers of the day. The world is full of beauty. Give the child the beautiful to copy. It is a waste of time to contemplate the ugly. As teachers, you are ordained to gather up the race consciousness into the growing, absorbing children. This can be forwarded by living with pictures. This is the great object of education—to further the evolution of the race, to accelerate the movement of mankind toward perfection. Our generation stands on the shoulders of the past." Mingling now and then with the stream of teachers, Colonel Parker was visible, looking approval and interest, nodding Amen to the sweeping statements being made by Miss Locke, as she stood in the midst on one of the benches: "The things that do not get into our schoolhouses will never get into the life of our people. The public school must first have art, music, pictures and culture, if these good things are to find their way into the lives of our people." Following the great stream of visitors was a middle-aged woman leading a delicate, timid child, who gazed at the wonderful pictures. She was overheard to say to the child, "That's just what you could do if you were as big." The child added: "But I'll be big enough next summer!" Yes, an art exhibit is better than a text-book, for it indicates the actual ability of man, not merely his possibilities. After a thorough inspection of the children's work, the teachers were taken into the Field gallery, where the rarest masterpieces hang. Cazin, Millet, Rousseau, and Breton are but other stages of the same art feeling and art endeavor which is seeking its way out through the 200,000 school children of Chicago.

**Mechanical Kindergartens Abandoned in Paris.**—The press has announced that the Froebel infant schools have been ordered to be abandoned in the Paris government schools. The Paris correspondent of the *New York Evening Post* makes this comment upon the change: "Experience has proved the wisdom of the old saying, 'Work when you work, and play when you play.' A game forced, the teachers say, is no longer a game; and while the children are amused at first, they soon weary of Froebel's instructive 'mother play.' The authorities here consider that prolonging during the ages of eight and even nine, as the Froebel kindergartens do, the association of amusement and instruction, makes the child lacking in application and retards him, which is clearly proved by the fact that the children who leave the kindergartens at seven go into the second or third grade of the primary schools, knowing reading, writing, addition, subtraction, the geography of France, and the multiplication table up to seven. So while there are still occasional ardent devotees to this method in Paris, the government has pronounced against it, as failing to amuse from the standpoint of play, and hindering the fullest development in the nature of work." The *Boston Transcript* adds the following comment, and that there is justice in the criticism every earnest educator will allow: "The prolonging of the kindergarten age is doubtless at the root of the trouble. There is no doubt that in this country also the spirit of the Froebel teaching is by no means always followed. But wherever it is comprehended the results are necessarily good, being founded upon a deep philosophical principle of life. The fault is not in Froebel's philosophy, not in the motor power,

but in the sort of machinery used, so to speak; in the ignorance of the teachers of its rightful and spiritual and educational application." The *Newark Advertiser* comments also: "It appears that in France there are children of eight and nine years in the kindergartens. The French authorities rightly consider that at these ages the association of an amusement and instruction makes the child lacking in application and retards him. The fault is not, therefore, in the kindergarten, but in its misapplication. Children who leave the kindergarten at seven, or before their eighth year, can go into the primaries well prepared for the regular course of educational training, and grounded in elementary principles that will be as a lamp unto their feet in all their subsequent school studies." The *Augusta, Ga., Chronicle* adds: "The trouble would seem, from the foregoing comment, to have been the abuse of the system, and not the use of it. The kindergarten is not intended for children who have passed beyond the need for it. It is just as foolish to keep a child in the primary after he has qualified to study in the higher primary grades, as it would be to keep a boy at college year after year in the freshman class. The fact that the children in Paris have been kept too long in these schools is not an argument against the system, but against its administration."

CHICAGO is justly proud of what she terms her "kindergarten colleges." Chicago claims preëminence among American cities in venerating Froebel and Pestalozzi. She claims to lead the country in kindergarten training. There is the Chicago Kindergarten College of Elizabeth Harrison, a name to conjure with in this broad land. The most noted schools of Europe were visited in order to obtain the information upon which to establish this institution. It has departments for teachers, mothers, nurses, literature and philanthropy. It has a three years' course, and a high-school education is requisite for admission, as in the Massachusetts normal schools. Scholarship is required before specializing is allowed. The Chicago Froebel Association is the outgrowth of a mothers' class organized twenty-three years ago (1874) by Mrs. Alice H. Putnam, who had been to Columbus, Ohio, and taken a course in kindergarten training for the benefit of her own children. This is an important organization in the city. E. W. Blatchford, of the New England church, on the North Side, the most public-spirited Congregationalist of Chicago, established at his own expense the first free kindergarten in the city, in 1876, and, as an outgrowth, the Chicago Froebel Association had gathered more than 15,000 children into their kindergartens prior to 1893, when the city adopted the kindergartens, and it had expended more than \$40,000 in its philanthropic work. The Hull House settlement training class for kindergartners, under the general direction of Jane Addams, was established under different auspices several years ago, and adopted by the Hull House in 1894. This has a distinctively sociological phase, and the mothers' meetings have always been a prominent feature. The Chicago Kindergarten Institute, a private training school, is intended to do the best kindergarten work, and much more than this. It is a womanly training school for women who are, incidentally, to be kindergartners. It provides a family and social atmosphere essential to earnest student life. This is the newest of these "movements," having been organized in 1894. The Chicago Free Kindergarten Association began its work fifteen years ago, April 19, 1882. It bids for women with a collegiate training, and will accept nothing less than a good high-school training. It is now affiliated with the Armour Institute, which gives it many advantages by way of library privileges, musical recitals, art opportunities, and gymnasium privi-

leges. Mr. Higginbotham, of World's Fair fame, is its president.—*Boston Journal of Education*.

MISS ADA VON STONE HARRIS is supervisor of primary schools and kindergartens combined for the city of Newark, N. J., of which Mr. C. B. Gilbert is city superintendent. In commenting upon this selection of the board of education, the *Newark Evening News* says: "This is a very important place, and it was important that no mistake should be made in filling it, especially in view of the amazing difficulty that seems to be encountered in remedying some obvious mistakes in public school appointments. It is doubtless true that there are in the service of the Newark schools many teachers who are capable of administering this office with ability and success; but the kindergarten system is just being fairly established, and the majority in the board properly decided to take no chances and to employ as supervisor a woman who has proved in a similar position her ability to do the work that will be intrusted to her." The *Newark Advertiser* commented as follows: "The kindergartens that are being established in connection with the common school system in Newark will be a great aid in primary education, relieving that grade of much of its work at a less expense. After a preparatory teaching in object lessons the young pupils will enter the primary so far advanced in the knowledge of elementary principles as to make the work of the primary teacher more effective." Superintendent Gilbert sends the editor of the *KINDERGARTEN MAGAZINE* the following interesting items concerning Miss Harris, and his own aims and ideals for the Newark schools: "For the last two years she has been superintendent of instruction in the Michigan State Normal College at Ypsilanti. Previous to that she was principal of the training school at Duluth, where she was the means of the organization of the first kindergarten; and indeed, before accepting the position she insisted that kindergartens should be a part of the school work. She has also had charge of kindergartens with other schools at Muskegon. During her entire professional career, practically she has had charge of kindergartens in connection with other schools. You know that I consider this very important. She has charge not merely of the kindergartens here, but of the primary schools as well, and we expect to effect as close a union as existed in St. Paul, for instance. Our first genuine kindergarten was established in January, 1897. We have now twenty-three, but of course the establishment of kindergartens is simply the beginning of the work."—*C. B. Gilbert*.

**Kindergartens and Kindergartens.**—The world is enthusiastic in these days over kindergarten methods of instruction, and many such schools follow out in spirit and letter the beautiful principles of their loving-hearted founder. But there are kindergartens and kindergartens. One teacher, for instance, is a success. From the time the little tots make their first clay ball, singing the while about their "jolly clay," to a little later when they have happy picnics on the next street with their loved teacher, and learn to distinguish the stones in their yards and every plant in the meadow, how the icicle and snow crystals form, and to understand the simple heart of Hiawatha, the earth is filled with beauty and wonder, and the children's hearts with love, reverence, and enthusiasm. In the fields with teacher, hunting for common jacks, hear the pupils and teacher cry with delight, "Oh, here is my dear jack!" and dance with joy. The plant is endowed with all the characteristics of a real person preaching to the children. The false Solomon's seal is told that he isn't good or honorable to try to make them love him for the true plant. The

teacher leads them all to exercise their own fancies and imaginations, to *seem* to find out each thing for themselves, although she is doing far more work than to tell them a little volume of facts. But she has set thought and imagination at work in the right way, and each child is living out its own individuality. Too often, however, do the little ones sit down to their table of clay, told to look at ball or cube and try to make it; shown a plant and told its name, and asked to find one like it and describe the soil it grew in; told to learn a little poem by heart—made into a machine, as in too many public schools, as though they had no individuality to work out at all, no preferences of their own! The success of the kindergarten teacher, above all, depends on her ability to create healthful activity in both mind and body, not to make herself recognized as the leader and her ideas the only right ones.—*New England Homes:ead.*

**Decorated Public Kindergartens.**—The *Brooklyn Times* publishes the following account: "The rooms that will be devoted to the kindergarten have been prepared and furnished for the peculiar work to be undertaken. In the first place the rooms have been made as cheerful as can be, and the little ones will find pleasant rooms for their reception, as far as light and light effects are concerned. In sunny rooms the walls have been tinted a Quaker drab color; the moldings are white, while the frieze is a Quaker drab mixed with white so as to make a lighter effect toward the ceiling. The result is a cheerful and pleasing combination. Rooms which do not get the direct sunlight are treated differently. Birch wainscoting is used on the walls, with gilt or white molding; a little red mixed with birch for the frieze, while the ceiling is in delicate blue. The blackboards have been lowered to within twelve inches from the floor, and the wainscoting in parts of the walls that are not occupied by blackboards is made to harmonize in height with the blackboards. It may be mentioned here that the ceilings are also tinted to harmonize with the walls. As the pupils will be tots ranging chiefly from three to five years, the furniture that has been put in the rooms for them is so small that one, on entering a kindergarten room, is reminded of a nursery. There are rows of tables which extend almost across the room, ranging in height from eighteen to twenty inches, and the tops are marked in inch squares for the work of the children. The little chairs which run along the tables are ten and twelve inches high. They are solidly made, and each chair has rubbers on the legs so that no noise will be made in moving them. In each of the kindergarten rooms there is a sand table made in the form of a box, which will contain the material for modeling. It is about eight feet long, fully two feet wide, and six inches deep. Its height is just twenty-two inches, high enough for the youngsters. The paraphernalia that will be used is somewhat extensive, as the Froebel system is based largely on object lessons—on things that interest the child, train the eye, and instruct the mind. From forty to sixty children will be accommodated in a room, so that comparatively few of them will be able to avail themselves of the advantages of a kindergarten training at one time."

**Pennsylvania State Kindergarten Association.**—The organization of a state kindergarten association for Pennsylvania was completed at Pittsburgh, October 1. A constitution was adopted and the following officers elected: Miss Georgia Allison, supervisor of the Pittsburgh and Allegheny Free Kindergarten Association, president; Miss S. W. Underwood, of Scranton, first vice president; Miss J. W. Pressly, Erie, second vice president, and Mrs. R. C. Wylie, Wilkesburg, third vice president; Mrs. Ada M. Curtis, Franklin, recording secretary; Miss

Macfarlane, Pittsburgh, corresponding secretary, and Mrs. L. C. Wilson, Altoona, treasurer. The object of the State Association of Pennsylvania, as stated in the constitution, is to secure the coöperation of the kindergartens throughout the state of Pennsylvania; second, to uphold a high standard for kindergartners, which will be recognized by school boards and kindergarten associations in Pennsylvania; third, to protect and extend kindergarten work in Pennsylvania. The meeting will be held with the State Teachers' Association in order that the kindergarten work may become more in touch with the public school work, that the methods and aims may become better known throughout the state, and that ultimately kindergarten work may become part of the public school work.

**Chicago Kindergarten Institute.**—The Chicago Kindergarten Institute is a private training school where young women may receive not only the technical kindergarten training, but where they also are taught the underlying principles of true womanhood, and how, conscientiously and freely, to embody them in daily living. A distinctive feature of the institute is the home it provides for its students, appropriately named after Pestalozzi's ideal woman, Gertrude, who embodied in her life not only the mother and teacher, but also the true neighbor spirit, which is the heart and core of our social-settlement movement of today. It provides the family and social atmosphere essential to earnest student life. The ability to make and keep a home being indispensable to the success of the kindergartner, the Gertrude House is conducted with direct reference to the professional training offered by the institute. The Chicago Kindergarten Institute has from the first been closely allied with the social-settlement work of the city, several of its directors living as neighborhood residents, and it being the first training school to hold its class sessions in a settlement. The institute has been organized only three years, but is already recognized as a strong factor in the kindergarten world.—*Chicago Times-Herald*.

APROPOS of the recent Mothers' Convocation in Chicago, Grace Duffie Boylan writes in the *Journal*: "I do not decry the work of the kindergarten or underestimate the virtues of the modern system of infusing everything that enters the gates of child vision and hearing with diluted knowledge. I stand aghast at the acumen of the four-year-old and quail before him lest he refer some knotty scientific point to me, or press the question about the social status of the pollywog. But I believe there were children reared in olden days whose success in life may serve to comfort women too busy with looking after the ways of their households to attend mothers' meetings—men who have stirred the heart of the nation, women who have filled it with purer purposes, and humbler folk who have been all their lives so near to nature's heart they never dreamed of being aught but honest. The new thought must have the practical demonstration of its effect when the child shall reach maturity. If the culture produces greater poets, greater painters, greater philosophers than we have known, we have yet to discover it. Just now it is an experiment which must of necessity be tried by the few rather than by the many."

AN odd fact was disclosed at the I. K. U. meeting last spring—that the kindergarten is more appreciated in the central and western than in the eastern states. The first city to add them to the public schools was St. Louis, and the state which bestows upon them the greatest attention is the newest of the forty-five commonwealths—Utah. The second, it is reported, in both respects is California. The great Empire state and

the Keystone state are far down upon the list, being in the thirties. This backwardness of New York is but temporary. The kindergarten is now growing so rapidly in the public favor that in the next two or three years it will be firmly rooted in the many cities of this state. Of all the kindergartens in operation last season each will be continued this autumn, and several new ones will be opened. This is likewise the case across the river in Brooklyn, in Long Island City, and on the other side of the Hudson, in Jersey City and Hoboken. The various societies which are supporting kindergartens are prosperous and increasing in membership, while the public schools have begun to adopt many of the Froebel features in their primary curriculum.—*Exchange*.

**THE Pittsburgh and Allegheny Free Kindergarten Association** opened three new kindergartens October 1. This was made possible by the appropriation by the Board of Controllers of the Allegheny schools, of \$2,600 to be used for kindergarten purposes. This appropriation renders the three Allegheny kindergartens, which have been supported almost entirely by the kindergarten association, almost self-sustaining. This association conducted a kindergarten institute early in October for the public primary teachers who are the instructors of the six-year-old children of the city, that they might become better acquainted with the kindergarten methods. Later a second institute will be held for the kindergarten instructors to introduce them to the primary work, so that the two departments may work more in harmony. This is a joining of interests in the right way. Supt. George J. Luckey, of the Pittsburgh schools, deserves full recognition for his warm coöperation with the kindergarten association. Other superintendents would find it profitable to study the Pittsburgh method of unifying the two departments.

**One Woman who is Interested.**—In the town of M——, Mass., a town of ten or twelve thousand inhabitants, there is no kindergarten. I am interested on general principles that there should be one, and I am also personally interested on account of a friend who lives there and who has two little children. The names of the local papers are the *Journal* and the *Gazette*. Can you in any way do anything to help get up an interest? There is a live kindergartner in the town who has solicited from house to house for children, but there does not seem to be enough people sufficiently interested to pay the dollar a week to send a child to school. The trouble of course is that public opinion is not sufficiently interested. I inclose ten cents for the printed matter you advertise which will help in spreading kindergarten work. I would be very glad if you could directly influence through the local press. Yours respectfully,—*Instructor*.

**Providence, R. I., Supports a Public Kindergarten.**—The appropriation of \$650 for the maintenance of a free kindergarten has passed both branches of the city council and received the approval of the mayor, and is now available. It will be the first kindergarten maintained at the expense of the taxpayers of Providence, and is started as an experiment. The school which will be opened has been maintained by the free kindergarten association for the past two years, and that society has turned all their property over to the city. Last June the funds in the association were at a low ebb and it was decided to close the school. The matter was then brought to the attention of the school committee, who recommended that the school be reopened and maintained by the city. The committees on education and finance have given their approval. Public sentiment seems to generally favor having the city council make the appropriation.

THE first general meeting of the New York Kindergarten Union was held October 16 at Stuyvesant Square. The plans for this year's work were discussed with great interest, as they are quite different from those heretofore followed by the union. The club is now divided into five sections, each of which will study one of the following subjects: Nature work in the kindergarten; stories; educational problems; current topics related to education; and art, which includes music and games, drawing and occupations. Miss Dozier briefly and clearly outlined the advantages of a club working along such lines, and the chairman of each section stated the especial work of that section. The meeting then adjourned so that the different sections might meet to arrange their various details, and every member present promptly joined one section, although such an action was wisely not made compulsory. The interest in and vitality of the union is increasing each year and the prospect of this winter's work is most promising.

THE Isabel Crow Kindergarten Association organized its work in 1894 and now supports three free kindergartens, a training school for teachers, and a mothers' class. The support has heretofore been limited, but it is believed that the time has come for a more general appeal for aid that the work may be further extended. The means of bringing the association and its needs to the knowledge of the St. Louis public is a Bazaar and Carnival of Holidays, to be held November 23-27, inclusive, for the purpose of increasing the sustaining fund. A variety of valuable articles will be placed on sale at this bazaar, and contribution of wares, material of every description, and money, are solicited. There is no more practical form of helping the poor for a moderate sum than to become an annual subscriber at \$3 a year.

**From Haverhill, Mass.**—"Ours is a normal training school for teachers, but as we unite much of the kindergarten work with the primary work, and as the teaching and spirit of the kindergarten should permeate every other grade of school, I desire my young ladies to be familiar with the literature and methods of teaching. Every teacher and every mother needs the literature of the kindergarten; but much more do they need the beautiful spirit and devotion to the child nature which is manifested by nearly every kindergartner. Teachers should have such a training first as the foundation upon which to build."—*Mary R. Davis.*

THE 1898 meeting of the I. K. U. will be held in Philadelphia, February 18 and 19, at the Philadelphia Normal school, Thirteenth and Spring Garden Sts. The board of education has cordially granted the use of its finest building and will suspend school sessions in order that the free use of the building may be obtained. Able speakers have promised their services to make this meeting a success. The local headquarters will be at 634 N. Twelfth St., Philadelphia, Miss Anna W. Williams in charge.

**A Neighborly Fling.**—It is observable that nearly all the notable addresses thus far delivered at the Mothers' National Congress in Chicago have come from ladies before whose names the title "Miss" is prefixed. This may be accounted for on the theory that many of these excellent females desire to show marriageable men what they could do if they had a chance.—*St. Louis Republic.*

A NEIGHBORHOOD kindergarten is being conducted by Mrs. Mary Boomer Page, at the corner of 47th St. and Evans Ave., Chicago. A neighborhood mothers' class is conducted in connection with the kindergarten, and both mothers and children are to be congratulated on

their opportunity to participate with so able a leader as Mrs. Page in this neighborhood work.

THE Kindergarten Union of Buffalo met at the home of the president on the 8th of October. It was decided to continue the study of the "Mother-Play Questions" in the KINDERGARTEN MAGAZINE. It is hoped that the kindergartners of Buffalo will arrange to have Miss Mari Hofer, of Chicago, to give them a course of lectures on kindergarten music in the near future.

IN every comfortable home in this city there are stowed away beautiful pictures, portions of the great historical art life of the world, which should find their way into our schools. Every mothers' club or woman's club should have a point of contact with some school, and should be alive with interest in the welfare of the schools and their course of study.—*Josephine C. Locke.*

"FORTUNATELY for the world, there are artists of motherhood as there are artists of painting and sculpture," said Mrs. Fannie Schwedler Barnes, in an address before the child-study section of the New York State Teachers' Association. "But such mothers are rare. From them Froebel learned his secret, and by them children are reverently studied."

**The Mothers' Congress.—**

Who stays out so late when the nightshades fall?

It is the mother at Handel Hall.

Who are the mothers and how do they vary?

Active, prospective, and honorary.

—"*Old Ballad*," *Chicago Post.*

ST. LOUIS is making an effort to have a big bazaar. They want very much to clear \$10,000, so that the free kindergarten need not live in such a precarious, hand-to-mouth sort of way as it has done. As the kindergarten movement is universal rather than local, there might be many who would like to send articles or money if they knew of it.

DURING September Mrs. Mary Stone Gregory read a valuable paper before the Utica New Century Club, on "The Child Citizen, or How Patriotism is Taught in the Kindergartens." This is the banner woman's club in kindergarten history, having organized a training school and public kindergartens for its home city.

LAST spring the Utah state legislature made a generous appropriation for a kindergarten training school in connection with the state university. Miss Mary C. May, of Chicago, has been elected the head of this department. Utah does not mean to be behind in fitting teachers for primary work.

AN appeal for a list of standard works of art for young children we can best answer by referring to the KINDERGARTEN MAGAZINE of January, 1897, on page 380 of which is a list of works of art suitable for schoolroom decoration and use.

THE women's clubs of New York city have banded into a political league and are pushing every means, from stump speaking to social organizing, to place Seth Low in the mayor's chair. It is evidently a co-educational campaign.

THE Board of Education of Chicago spent \$67,399 for the maintenance of evening schools during the year 1896-97.





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EVELINE A. WALDO

Vol. 10

DECEMBER 1897

No. 4

## KINDERGARTEN MAGAZINE



**PLEDGED TO MAKE THE KINDERGARTEN FREE TO ALL CHILDREN.**

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# KINDERGARTEN MAGAZINE

*Vol. X.—DECEMBER, 1897.—No. 4.*

## EQUILIBRIUM IN THE KINDERGARTEN.\*

ANNIE PAYSON CALL.

**N**ERVES are directors of the muscles and vehicles for the mind.

The mind may be full of good, sound philosophy and practical knowledge; but if the nerves and muscles are strained with tense impressions that have been made through past mistakes, the communication is not open and the truth cannot work through us to practical use, because it has not a clear channel.

We may have a message in Boston to send to New York which if sent and delivered there directly and promptly will make a great difference in the life of the friend who receives it. If the telegraph wires are out of order or the electric battery will not work, it is useless to try to send the good news; it either does not reach its destination at all, or comes in such a distorted state that the operator at the other end cannot read it; or it may arrive too late to accomplish its end, and however we may long to help our friend we cannot do it. The fault is not with the message, nor with the friend's readiness to receive it; it is simply with the means of communication. If such a state of affairs arose with the telegraph company no time would be lost to immediately repair the means of communication, so that there need be no chance of losing another message or another minute in the time of its delivery; and anyone who doubted the expediency of such a course of repairing would be laughed at.

The analogy is so nearly akin to the need for repairs in

\*Read before the Connecticut State Teachers' Association, in session at Hartford October 16, 1897.

our own individual interior telegraph systems that it brings vividly to mind the use that might come from a more general realization of such need and the practical remedy. An electrical engineer must take the laws of electricity as a matter of course, and know that if he attempts to work against them and follow his own personal standards, or lack of standards, his instrument will amount to nothing. In all mechanical work we must search for exact standards and hold to them to succeed at all. In the work for the body and the mind we can be tricked over and over again by selfish standards, or the want of any standards at all, which is another form of selfish digression, and so slide off the track to what would seem an alarming extent if once we had known the right road.

There seems to be no possible way to keep our nerve telegraph system in order but a hearty love for finding the laws, moral, mental, and physical, and so following them. The love for going with the laws brings with it a delicate sensitiveness to every disobedience, and the sensitiveness grows with the obedience and steadily brings us toward the normal currents of life until by and by we may be in them enough to lose a certain self-consciousness, that is simply a means to the end of dropping personal interferences.

The trouble with most of us is, we do not realize the need; and until we have come to a sense of the normal standards in freedom of body and mind, we have nothing to work toward. Our normal standards must not be abstract ideals, but actual, practical realities. We must know that if we end a morning or a week tired and jaded or irritable and unhappy, the fault is in us, and not in the children. With a full acknowledgment of that we must look for our errors and set to work at once to mend them. Do we get sleep enough? Do we have enough fresh air? Do we have the right kind of nourishment, and often enough? Have we had the right sort of exercise for nerves and muscles, and plenty of it? Those are the first questions to be asked seriously, with a good will to remedy the need where they are not answered satisfactorily.



And the first care should be to be sure we know what the satisfactory answers are, and not to be easily satisfied with false personal standards. After that, let us see if we are quiet and open when the morning begins, in the middle, and at the end. And just here the difficulty of standard is very real. If a child is naughty it is comparatively easy to see where we reflect its irritability instead of keeping quiet and free. There is a certain grossness about that mistake which makes it apparent to most of us. Or if a child has little unpleasant ways, we recognize our irritable annoyance and know it must not be. We may even wake up to the fact at times that we are unnecessarily noisy. All gross, fatiguing ways are easily evident. It is the finer strains that are not made known to those who are in them, unless they are looked for with a real desire for freedom.

If a kindergartner is using ten words in a gift lesson where one will do, if she clenches her hands, makes nervous motions with her fingers, and speaks in a high, strained voice, she is using nervous force all the time that will leave her overtired or overexcited at the end of the morning; but she does not recognize either the superfluity of words, the tension of the body, or the want of quiet directness in her voice. Sometimes it takes days or weeks for her to become aware of the overfatigue which is the result of all this strain, and then it is too late to mend without first taking a vacation.

To the same degree the unnecessary fuss and bustle of the games and occupations goes on without notice, or the games are played in a rigid way which is just as fatiguing if more apparently quiet. If the kindergartner can carry on all this strain in herself without knowing it, she realizes much less its effect upon the children.

To give one simple illustration of people's ignorance of their own tension: the president of a woman's club, after listening to a talk on the necessity for a better use of our nerves and muscles, said, with a quick, sharp twitching of her neck which was almost absurd, "I should be very much obliged if Miss Call would tell me where my tension is."

No one who had once realized normal standards or even

an approach to normal standards, for quiet directness of mind and free responsiveness of body, would be satisfied without aiming steadily to reach them. If the president of the club had realized not only the relief to her neck but to her whole nervous system if she ceased to twitch that sensitive part of her spine, the contrast would have been so strong to her that she would have left no stone unturned to gain a quiet freedom. If the kindergartner had once obtained a sense of what it is to go through a gift lesson with a quiet mind, free muscles, and an open, mellow voice, she would be no more satisfied to strain through the lesson than she would be satisfied to give it with her feet on the table. But in the majority of cases, if some one were to question her directly after the lesson, she would say she had felt perfectly restful all through it and was conscious of no strain whatever. Neither was the president of the club conscious of twitching her neck, though it was very manifest to others.

And here is one among many of nature's kindnesses to us. If we are once awakened in the least to a need, with a sincere desire to remedy it, she awakens us more and more. If the woman who twitched her neck had become alive to that, and to a desire to stop it, she would have been again and again surprised by finding kindred strains in herself that she had always suffered from and never recognized. If the kindergartner had awakened only to the superfluous words used, there would have followed a realization, sooner or later, of the high-pitched voice and nervous motions of her hands or body.

It is not at all an uncommon thing to hear people exclaim with surprise at unnecessary effort which they have discovered in themselves after having other forms of tension pointed out to them. This only proves that the normal standard is within us, and we are sure to find it if our desire is strong enough—and sincere.

A perfectly normal little child is born in harmony with moral and physical law. It is only when self and selfish desires begin to show themselves that the child transgresses, and suffers the result.

It is the part of the kindergartner to keep the child in the normal state of mind and body, developing him there, and guiding him gently back when, through some selfish instinct, he has lost his way.

How can anyone guide by a road he does not know himself? It is not enough to know it intellectually; he must have traveled by it, so that every tree, every flower, every stone by the way is familiar to him. "Except ye receive the kingdom of heaven as a little child, ye shall in no wise enter therein," is not to be understood as a mere sentiment or emotion; it refers to every law from which the kingdom of heaven exists, and whether the kingdom of heaven is a place or a state, if it is at all, it is the center for the perfect working of all laws, known and unknown.

To teach an ignorant child one must be a wise child; therefore behind all the intellectual and physical gain necessary for a kindergartner must be the motive power—the love for the little-child state, the overpowering desire to find the innocence of wisdom. The thread that guides one is a steady insistence upon simplicity; and it takes time to find the end of this thread, and a quiet humility to keep the finger on it.

The body is the instrument through which we approach the child and through which the child learns from us. A kindergartner's body should be free, flexible, and with its own natural spring well developed—in a state to be a quick and responsive servant.

Study the soft flexibility of a child's body, the unconscious harmony of the working of its muscles; concentrate your mind on it for some minutes, not to lose any of its fine points, in rest and in action. Imagine that same body full grown, with all its best elements strengthened, under the direction of its own well-trained mind and loving heart, and you have an idea—more or less clear according to your power for receiving it—of what it may be to receive in the body the kingdom of heaven as a little child.

This idea is nothing, worse than nothing, unless it is made practical; and the process, though certain, if truly followed,

is not a short one. Indeed, it is doubtful if anyone in this age ever gets out of the process. To succeed in gaining, however, the first requisite is to know it only as a process, as a means to an end, and never to lose sight of the end in the means. It is a constant reaching of ends, and a never reaching of the end of ends.

One's ideal is always beyond, even in the training of the body, and at the same time it is always growing.

Too often we are tempted to feel that because we have awakened to a new and better standard we have reached it. It is necessary to realize the practical and apparently commonplace little steps and big steps before we can find ourselves actually free.

If you realize that your voice is strained and nasal, that your throat gets tired with much speaking, that realization is going to help you, but it is not going to bring you at once to a soft, mellow voice and a throat so free that you can talk all day without tiring it; there are steps to be taken in the way of physical exercises day after day before you can open the way so that your ideal of a free voice may be realized in every word you speak. If you are alive to an unnecessary nerve strain in the gifts, to overfatigue from the morning's work, or to muscles that will not respond to bird or butterfly, it is out of the question to reach the freedom of nerve and muscle without regular practice on exercises which are a means to that end.

The body is an instrument and we must be trained more carefully for its use than for any instrument made by man, because we have bad habits to undo as well as good habits to gain. The mind is a finer instrument, and the will must be trained to make that a good servant in itself, as well as in its guidance of the body.

In the road to all freedom there is a certain amount of healthy drudgery, and the realization that we cannot find the freedom without the drudgery is not only a great help toward reaching our goal, but lightens greatly the labor of the drudgery.

For practical training we can, in a way, follow the child.

We want to get rid of all unchildlike habits, and so gain every day a freer body to direct. First, for the muscles: A child's muscles are most at rest when he lies on the bed or on the floor, asleep. A man's muscles may find their greatest freedom for rest in the same attitude—that is, when the body can, so far as possible, give itself up entirely to gravity. But the mere lying on the floor for a grown body does not bring freedom. One can lie on the floor with any amount of resistance to gravity, and even look comfortable; and so dull is the sensitiveness of many of us to personal tension, that one may feel comfortable and free while flat on the back, while at the same time there is resistance enough to lift a very heavy weight if so used. After the first recognition of our useless resistance, the growing sensitiveness to a lack of freedom is like the growing capacity for and enjoyment of fresh air to lungs that have been cramped for want of it.

There are simple exercises to find the individual tension and get rid of it, bit by bit, and after half an hour or more on the floor, a slow, loose rising, with care not to take on old habits as you get up, enables you to gain a better equilibrium on the feet.

After this, exercises can be taken for balance, flexibility, and spring, with the least amount of effort, and to help toward a smooth, rhythmic motion.

It is the steady repetition of such work as I have hinted at that tells. Physical freedom cannot be gained with one month's practice, or one year's; but as we approach it we see with increasing clearness what it may be to have the body with its best balance, flexibility, spring, and natural ease of motion ready to respond to a child's motions, and to give a child something worth response. A grown-up child, a wise child, should be a better bird, toad, butterfly, fish, caterpillar, than a little child who still has the wisdom to acquire.

Because the body is an instrument, a means to an end, its training even to the very highest point of physical freedom is worse than useless to a kindergartner unless she is a little child at heart. With the freedom of the body and real

dramatic ability, if the toad, the bird, the butterfly do not come from the teacher with childlike spontaneity, they are tainted, and though the children may not feel the difference sensibly, it must make a sad difference in their unconscious growth.

It has long seemed to me that a perfect school for dramatic artists would devote the first six months of its training to kindergarten games and plays. If a man can spontaneously express a tree, a flower, an animal, or any one of the simple trades of man, his ability to express Hamlet is perfect in proportion to his mind for comprehending him. Nature and the dramatic art are so much more one than we can realize, and nowhere may their unity be more perfectly appreciated than in the various expressions necessary to the kindergartner.

It is one thing to let nature in you come to the surface, and guide her as she comes; it is quite another thing to form your idea of nature, and stand aside and imitate her. In the one there is life; in the other there is an effigy of life, but really death. So subtle is the temptation to this effigy that one of the most thoroughly artificial women I have ever seen talked glibly of the necessity for spontaneous freedom in the kindergarten games. The temptation to pose all through the kindergarten is so strong, that the only possible way toward real freedom is not to trust oneself; and be grateful for any flashlight, however unpleasant, that catches one posing. If the lowest hell is opposite the highest heaven, it sometimes seems as though the lowest hell might be an exquisite external simulation of the highest heaven, with the death of self-interest at its core.

The freedom and balance of the mind which make it possible to retain a childlike freedom of body, come in the same way through steady, regular practice. The first necessity is for the greatest possible quiet, interior and exterior. Through a little practice every day one can approach the quiet more and more nearly, and with it comes a growing sensitiveness to unquiet which helps us to recall the quiet found in our daily exercises and put it at once to practical

use. When a child is unruly and noisy we are tempted to reflect its state, especially if the naughty siege has been a long one; and however quiet we may be outside, if the quiet is not sincere, deeply interior, the child feels it, and the difficulty of helping him to his best is vastly increased. Of course every kindergartner knows that children reflect our states far more quickly and more surely than we reflect theirs. It is not an uncommon thing to go into a kindergarten and watch the teacher about her work with an excited strain, and see the same strain on the faces of most of the children.

To realize that it is not always what we seem on the outside that the child reflects, but what we really *are*, gives one a desire to find freedom before approaching little children, which is most helpful, as it urges us to better work. It is impossible to gain mental freedom without first gaining mental quiet. Through quietness the dust of selfish disturbances and anxieties is laid, and we are enabled to see clearly what is to be shunned and what is to be used. Through our own quietness and the sensitiveness to what is unchildlike in ourselves, our eyes are opened to what is unchildlike in the children.

We must be sure it is real quiet we are finding, not a sentimental idea of quiet, which has a trap behind it to catch us when we are least aware. Even fifteen minutes a day of preparation, with deep rhythmic breathing, quieting exercises, and concentration, first on something in nature that helps us to quiet, and then on something higher, will bring an increasing realization of real quiet, and that will grow in a much more rapid proportion if we insist upon practically applying it in every need to which we become alive. Slow, even motions, with steady concentration to make them slow and even, are always quieting. The effect of deep, rhythmic breathing on the brain is very soon appreciated. The blood is drawn from the brain to receive oxygen as we inhale, and returns with its supply as we exhale; with this motion repeated regularly the flow of the blood is more steady and the quieting effect to the brain is very helpful. If the breathing is followed in a variety of ways—as, for instance,

inhale counting seven, exhale counting seven, rest, breathing naturally, counting seven, and this for seven times—the necessity for concentration to be correct in the numbers attracts the attention from everyday mental disturbances, and gives nature an opportunity to remove the nervous irritation and smooth out the brain.

It is the overanxiety for results that disquiets us, and for our own selfish gain from the results. If we are content to work for the best results, with a wholesome indifference as to their achievement, the freedom is beyond expression. But this comes from the heart, and the real love for one's use in life each individual must find for himself. No words are an open sesame to that; it is beyond them. A training for a free and responsive body and an open, quiet, and well-balanced mind, opens the channels to where the sun rises within one. No one can find the sun within another for him; he must do that himself, and in no work can the warmth and light of the sun be felt more truly than with the children in the kindergarten.

If a man's business in life is making shoes, and he wants to succeed, he studies in every possible way to make the best shoes. If it is curing disease, he leaves no stone unturned to find the best curative processes. Whatever work is before us, as our specialty, grows as we concentrate upon it our best efforts and keep ourselves so free from prejudice that we are open to every possible improvement.

The difference in concentration is that it may be entirely for the work and the good of the work, or it may be for our own personal success in it. There can be no doubt, of course, as to which is the greater power in the end.

It so happens that to make the best kindergartner it is essential to concentrate on the freedom of the body and the quiet balance of the mind, as a means to an end; that is, the nerves and the kindergarten should run smoothly and happily together, and so enable us to carry out more truly every day Froebel's "Come, let us live with our children."

What such training can do when given to the children themselves, toward helping them to grow up unconsciously with free bodies and quiet minds, is another subject.



## THE KINDERGARTEN OUTLOOK IN NEW ORLEANS.

EVELINE A. WALDO.

**T**HE conditions under which anything is done are so important, that a glance at those which help or hinder the kindergarten work in New Orleans may not be unprofitable or uninteresting. New Orleans, a city of some three hundred thousand inhabitants, extends over many square miles. In the poorer quarters it has an accumulation of moderate-sized, overcrowded houses, rather than the large tenement buildings which are common to other large cities. This, together with the fact of the eight to ten months of weather during which all the doors and windows are open most of the time, undoubtedly does much towards making these districts rather healthier than is usual in poorer city districts, and living somewhat easier. Yet we have poverty, grinding poverty, a condition augmented by the unrestricted immigration with which the lawmakers of this great country have seen fit to bless or curse us. This makes the question of providing for the unemployed and the idle of greater importance each year. The people of New Orleans give, and give generously; but meanwhile the problem of how to make the next generation more thrifty and more self-respecting grows more and more pressing. It must be met, and met wisely.

In the face of this problem kindergartners say: "What is needed is the kindergarten;" and we cite the good that has been done in other cities. The truth is, the kindergarten work is not well enough understood here to make it possible for us to have the right kind of kindergartens. If it were, what consternation there would be in Baton Rouge, when some of our senators rose in the face of the appeals for this, that, and the other reform, and demanded that if we would touch the matter at all, we would strike at its root

and make it possible for the children to be saved, and insist that the public school be allowed—in fact compelled—to provide, where it is possible, for the thousands of little tots whose only playground is the street and whose only chance is the gutter; who by the time they reach the school age—six years—are graduates in all vice possible to children of that age! If we get them at six we must let them go at seven; their parents demand it, and their mental development, accelerated by sharp scuffles for their share of street spoils, demands it. So we pass them on, and while in the primaries their moral and physical needs will and do receive attention, still the very nature of the primary school makes it impossible to reach these children; the classes are too large, and the rules are necessarily too arbitrary.

In New Orleans, as elsewhere, some attempt is being made to remedy the evil through free kindergartens. But free kindergartens can only hope to ameliorate it, and cannot effect an entire change. The change must come from a better understanding, not only of educational needs, in the sense of mental improvement, but also in the sense of physical and moral improvement. That change must come from the realization that those first six years of the child's life are too pregnant with possibilities for good or bad; that those first six years are too important in the formative sense for us not to claim two or three of them for the foundation work of a generation of wiser, better, more industrious and self-helpful men and women. This claim must not be based on a sentimental attitude towards children, but on a realization of the everlasting rights of these children, on whom we have thrust a life which will be a reflection of that period when they were mentally, morally, and physically unable to help themselves; a life that it is our divinely given duty to make the precursor of other lives, better, purer, and happier. This can only be done by legalizing and enforcing an earlier beginning in systematic education; by municipalizing our kindergarten; by making it possible for every little child to receive good, judicious mental, moral, and physical training from the time it emerges from babyhood until it begins the

struggle for its livelihood. We need the kindergarten municipalized; we need compulsory education.

A few of our school men are interested in kindergarten work. Very few of our teachers know anything about it. It is a question whether out of our population we could claim fifteen hundred or even a thousand, who on sentimental or practical grounds would throw their weight in favor of more and better kindergartens. In New Orleans we are fortunate in having a superintendent who not only believes in, but fights for, the kindergartens. There are, however, whole sections of the state where the school people have not a single idea on the subject, and probably the gravest comment on the actual understanding of its importance is, that our state normal has no kindergarten department. In this respect our New Orleans Normal is more progressive. Three years ago it was decided that the normal training departments of our high schools should be consolidated into a city normal. Miss Marion Brown, an honored graduate of Oswego, N. Y., was chosen principal, and made a brave and successful stand for a kindergarten department in which all students should have periods of observation, lectures, and illustrated lessons in kindergarten methods. In this department we have just pride, and feel that we have done much towards propagating a better understanding of the children and of our methods of handling them. This observation department was but the wedge which was to open the way for the better and more systematic training of the teachers for our public school kindergartens.

Notwithstanding the fact that we have less than twenty kindergartens in New Orleans, the movement has had a hold here for over twenty years, and dates from the establishment of a kindergarten in connection with a select private school kept by Mrs. Kearney. Next on the list came the opening of a kindergarten in the Chestnut Primary, in about 1877. This was the first in any of our public schools. A year or two later Mrs. J. R. Seeman added this feature to her private school, and so from time to time the number has increased until those of the public schools number thirteen,

with the promise of more. The lack of money and room are the two obstacles which now stand in the way. At first the training of the public school kindergartners was done in the various private and public schools, each teacher using her own judgment as to what this training should be, and her pupils being accepted on her recommendation. Later on the custom of a yearly examination of candidates was established. This practically threw the door open to any and all who could produce the usual manual work and answer the questions given. The school board finally became convinced that this was no guaranty either as to training or ability, abolished the existing system of volunteer assistants, and then later on, in November, 1896, unanimously adopted the following recommendation, as presented by the committee on teachers:

"The abolishment by the board, of the Volunteer Assistants System, by which teachers were trained in the kindergarten departments of our schools, has left us without any source of preparation and supply; and as these departments already number ten, and may increase, we must be in a position to supply appointments from candidates well prepared under our own supervision, and of assured capability for the work they are called upon to perform. We are confident that our normal school, to which a kindergarten department is attached, under a most competent instructor, can and will do the work thoroughly and to our satisfaction. In fact, in view of the great possibilities of the kindergartens in our schools, and of the valuable work they do, not only in the direct line of school work, but as a civilizing process, we feel that our normal school would be deficient did it not take up this work and train ambitious and competent young women to this work. To this end we recommend that pupils be admitted for a kindergarten course in the normal school, they to have the same qualifications as pupils for the regular course, and the course of study to continue for the same period of time and simultaneously. The course of study should be such as to allow sufficient time for practical work in the kindergarten, and for professional

and pedagogical instruction. We also recommend that in addition to the above qualifications, kindergarten pupils must be able to perform simple music on the piano correctly and in good time."

The requirements for admission to our training class then became a diploma from a recognized high school or an examination equivalent to that required for such a diploma, and the ability to play and sing simple music correctly. Students are on probation during the entire course. During the first year, beside the usual first year's work, they take from the normal course such studies as psychology, nature study, English, penmanship, drawing and blackboard sketching, history of education, school management, pedagogical reading, and sight singing. The kindergarten training course, extending over two years, comprises in addition, observation and practice in the kindergarten; observation in the primary department; psychological and practical study of the gifts and occupations; comprehensive study of "Mother Play," "Symbolic Education," "Pedagogics and Philosophy of Froebel," "Education of Man"; child study, program work, kindergarten music (vocal and instrumental), and transposition. All students of the normal school are required to attend the lectures which the faculty from time to time arrange for them on subjects which bear directly or indirectly on their work.

Knowing that the day was not far off when our training work would be systematized and only those who were prepared in our normal would be recognized as eligible to positions in our public school kindergartens, I had been preparing for more than a year those young ladies who were the last volunteer assistants sent out into our schools, and was able to enter them as a senior class when the kindergarten training department was organized in the normal school in November, 1896. We had the pleasure of feeling, when they graduated last June, that they were well equipped for the work they had undertaken. Thus we are little by little making our work in this line uniform in the public schools.

From our Froebel association we expect much; from our school board and the public more.

We have in addition to all this in New Orleans two very fine private kindergartens under Mrs. J. R. Seeman and Miss Carrie Brewer, and several of our asylums have good kindergartens, in which the little tots from three to six spend many a happy and profitable morning. We can now claim in addition two free kindergartens, one supported by the Episcopal diocese, under the supervision of Miss Katherine Harvey, a graduate of the Free Kindergarten Association of Louisville, Ky. This kindergarten is placed near the river front in the first district, near the center of one of the worst neighborhoods in our city. For five years this work has gone on. Who can tell the extent of the good it has done? Who can estimate the profit from good seeds sown and the weeds uprooted? With its efforts augmented by the literary clubs, Saturday classes, and other work of the social settlement that is supported by this diocese in the same neighborhood, we cannot but hope that in the near future the St. Mary's Market will lose its reputation as a center of lawlessness.

About a year ago there met in our city the representatives from various charity organizations. This resulted in the organization of a branch of the Prison Reform Association, the federation of a great many of our charities, and best of all in the organization of our free kindergarten association under the leadership of such men as Mr. Clarence Low and Mr. Hyman, two of our most earnest and judicious public workers. Last May the first of their kindergartens, under Miss Young, of Louisville, was started in the neighborhood of another of our large public markets, and later on we are to have a free kindergarten for the river front of the fourth district. This district is dear to all who have worked among its poor, so needing regeneration.

Such is the outlook for private, public, and free kindergartens in our city, and such are the conditions under which we work. Those who have studied the question, think the remedy for the evils which beset us lies in the opening of

more kindergartens which shall not be the outcome of philanthropy, but the demand from the state by the people of our city for the right to provide for these little ones. This calls for a realization of the fact that our problems are not those of the state, but those of our own city, and that we ought to be free to meet them; free to tax ourselves for more and better kindergartens and schools; free to say that we will not leave to chance the development of our children at the age when they are least able to help themselves, and when most susceptible to all influences for good or bad.



RAPHAEL'S SISTINE MADONNA.

Copies of this picture, printed in brown on bristol board, are supplied for kindergarten use in any quantity at a penny each.

## THE CHRISTMAS SPIRIT.

ELLEN LEE WYMAN.

**W**HAT is it? Never mind; it is of little matter to analyze or define it; simply strive to catch it, cherish it in yourself and in others. Spread it; let its breath be new life. Rise and sing with all your soul, which means with all your activities:

"Glory in the highest—glory!

Peace on earth, good will to men!"

This is the season above all others when the mother and child are supreme. The mother with the child is the center, and close at hand is the father, while circling about them are all the world, doing homage in the name and for the sake of the sweet Virgin Mother and the Divine Child, to whom all thoughts are raised. It is a blessed season, full of infinite possibilities for good.

Oh, if the world might only break through the crust of corroding customs and throw off the bonds imposed by present civilization, it would emerge into a clear atmosphere in which the true spirit could prevail! Then might the glory of the real Christmas rise upon our vision as a new Star in the East, and upon our ears might echo the music in the air, of—

"The angelic host, proclaiming  
Christ is born in Bethlehem."

If we could but see and hear these "glad tidings of great joy," as did the wise and the simple on that first Christmas night, what a grand chorus would swell the response:

"The Prince of Peace shall be our king!"

The subject of Christmas is sacred and should not be entered into lightly. It should be approached reverently; developed joyfully, triumphantly—joy of anticipation, triumph of realization.

Make the air ring with it, life thrill with it—

"Merry, merry Christmas everywhere!"



The spirit is universal, shaming thoughts of self and selfish, narrow plans.

At the blessed Christmastide, with these impressionable conditions, mothers and teachers have it in their power to come the nearest they may ever venture to the heart of the child. Then may be made or marred impressions that may be lifelong.

The idea of Christmas presents, which is overgrown to an extent that is almost disgusting as it jolts and crowds us in the streets and stores, may by judicious handling be beautifully developed. Make the thought of "giving" overshadow "getting." Make greater effort to spread the joy than to grasp it, and verily it will roll back tenfold.

Generate an atmosphere of happiness about the child that shall cause his best impulses to assert themselves in action. Let him think out his plans for doing and giving with the motive of making others happy—happy by some deed or gift which, coming from his heart, goes to theirs.

While we should not recognize the spirit of giving to others simply because they give to us, neither need we confine ourselves to giving to the poor simply because they are poor. While there is a lesson for us all in the line claiming that "That glorious song of old" came from

"Angels bending near the earth  
To touch their harps of gold,"

there does awaken occasionally among us sinners a throb of sympathy with the little girl who remarked impatiently, "I am sick to death of poor people! You just preach them to me all the time, till I think they are stupid!"

Let the ruling spirit be love, and help to make the love as broad as consistent.

To the question, "What shall I tell the child about Santa Claus?" the answer should come ringing: "Tell the truth!" Give the child the truth on every topic, every time. Give him truth, surround him with it, steep him in it, require it of him, and he will recognize nothing else.

Woe unto you who first plant suspicion or a lie in the divinely pure mind of a child! Woe unto you who first

cloud the perfect faith of the clear, unflinching eyes of innocence and wonder looking up into your eyes with questionings! How can you do it?

Would you, giving a child unadulterated, nutritious food every month in the year, make an exception of December, when you would administer a few drops of poison? not enough to kill him—mercy, no! probably not enough to produce any immediate injurious effects; but simply risking ultimate effects in undermining his constitution.

You might better do this than to undermine his faith.

With the recurrence of this question is suggested the true story of the dear little boy who had been brought up to place all the treasure of his implicit trust in Santa Claus. When he came to the day of disillusion, as every child must come with more or less of a shock, he wept and wailed and refused to be comforted. The warmth and the light of the sunshine were for the time chilled and dimmed. At last, hardening his heart and drying his eyes, he said with quivering lips: "Well, I suppose of course then all these stories you have been giving me of Jesus Christ, George Washington, and the rest of good people are all lies too!"

"But," comes the despairing wail, "wouldn't you cultivate the child's imagination?"

Why, of course; most certainly cultivate it and nourish it. There is a whole beautiful world of story people, most charming, fascinating creatures of the fancy, among whom Santa Claus is king. Hail to him! Let the children know him and love him in his true character, work for him and with him in spirit, enjoy him with all their hearts—bless them! Give them all the dear old stories of the eight tiny reindeer, the chimney, the tree, and all the rest that are good. They know how to distinguish between the real and the unreal when you give them the key, and they enjoy both more heartily for the knowing.

Too much value cannot be placed upon the sweet, strong influence of associations. It is so lovely all the year to think just where the stockings are hung, just how papa fixes them, just where the beautiful tree stood, just how all the

family came down in the morning and had a good time *together*, just how the good time and good things were extended to others! All these associations form memory habits for your children, that will ever recur with the recurrence of the season; they form links in the chain which binds their hearts to the home and to the good, and serve as a restraining influence so long as they shall live.

For your Christmas dinner refer to "H. H." in "Talks about Home Matters." There you will find full directions, and much more.

Over and over, ever and ever, strive to study, learn, and live the spirit of the highest type given by God the Father to his children, in Mary the mother, and in the blessed Christ child.

### AUTUMN WAYS.

JEAN M. HANNA.

**J**ACK FROST is stealing slyly through the town, through  
the town;

Paints the maples and the birches red and brown, red  
and brown.

North Wind follows, blowing roughly—

Down they fall,

Slowly, gently, one and all.

Jack Frost taps the chestnut burr, chestnut burr,

Calling softly, "Wake up, Madam; wake up, Sir."

North Wind follows, shakes them roughly—

Down they fall

In a fright, one and all.

Trooping children all so happy, see them run, see them  
come;

Kicking leaves to hear them rustle; oh, what fun! oh,  
what fun!

Gathering nuts in bags and baskets

Great and small;

Swiftly working, one and all.

## INTERNATIONAL KINDERGARTEN UNION.

**T**HE next annual meeting of the International Kindergarten Union will be held in Philadelphia on February 18 and 19, 1898. At this time there will be two evening sessions which will be open to the general public. Dr. Lyman Abbott will be the principal speaker at one of these, and it is hoped that Dr. Nicholas Murray Butler will give an address at the other.

The chief interest to the active kindergarten workers will be in the conferences held during the day, when questions of vital importance will be ably discussed. The committees on training and on music have special reports to present, and other matters of practical value will be considered. These conferences are open to all branches of the I. K. U. through their officers and delegates, and to those who, living where no branch has been established, have joined the union as individuals.

A special letter will be sent later to all members of the present year in regard to the privileges of membership and the appointment of delegates.

It is hoped that all branches which have not paid dues for the year February, 1897, to February, 1898, will send the amount without delay to the treasurer, Miss Hattie Twichell, Industrial Institute, Springfield, Mass.

All new organizations desiring to become members will be cordially welcomed, and membership blanks will be furnished on application to the treasurer or corresponding secretary.

The following list includes the members of the present year according to the books of the treasurer:

### BRANCHES.

New Haven Association of Kindergartens, Eastern Kindergarten Association, Rochester Kindergarten Association, Dayton Kindergarten Club, Michigan State Kindergarten Association, Duluth and Superior Branch of I. K. U., South

Carolina Kindergarten Association, Isabel Crow Kindergarten Association, Kindergarten Union of New York City and Vicinity, Springfield Kindergarten Club, Cincinnati Kindergarten Association, Utah Branch I. K. U., Chicago Froebel Association, Buffalo Kindergarten Union, California Froebel Society, Philadelphia Branch of the I. K. U., Indianapolis Free Kindergarten Society, St. Louis Froebel Society.

## INDIVIDUALS.

Miss Anna M. Pennock, 1348 Broadway, Toledo, Ohio; Mrs. Pauline W. Dohrmann, Box 123, Stockton, Cal.; Miss Anna M. Lamphier, 405 N. Madison St., Rome, N. Y.; Mrs. Ida M. Curtis, 1401 Liberty St., Franklin, Pa.; Mrs. Minnie Macjeat, Female College, Columbia, S. C.; Mrs. James A. Rawlings, 1815 Penn Ave., Kansas City, Mo.; Miss Eveline A. Waldo, Normal school, New Orleans, La.; Miss Rose Campbell, 24 Earl St., Toronto, Canada; Miss Nina C. Vandewalker, Normal school, Milwaukee, Wis.; Miss Annie Howe, Kobe, Japan; Miss H. A. Phillips, 2502 Cottage Grove Ave., Des Moines, Iowa; Mrs. Olive E. Weston, Denim Normal school, Avenida Morelos 1249, City of Mexico.

Several other organizations have signified their intention of renewing their membership, and it is hoped that additional members may be acknowledged next month.

The corresponding secretary will be glad of any corrections that may be needed in this list, and also asks for the names of present officers from all societies which have not responded to her previous request. The full report of the proceedings of the St. Louis meeting will soon be delivered to all members of the union. A copy will be sent to each individual member and a copy for every ten members to the branches. Additional copies at ten cents each may be obtained on application to Miss Annie Laws, 818 Dayton St., Cincinnati.

Further details of the Philadelphia meetings will be given as soon as the arrangements are completed.

CAROLINE T. HAVEN, Cor. Sec. I. K. U.

*109 W. Fifty-fourth St., New York city.*



UTE INDIAN CHILDREN CARRYING WATER.

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## CHILDREN WATER CARRIERS.

THEODORA BISHOP.

**L**ITTLE Jack stood at the window and watched the chickens huddling together under the garden seat, to get out of the rain. He watched the trees bowing and bending in the wind. He thought of his beautiful castle in the sand pile by the barn.

"Oh, dear!" he sighed, "why does it ever rain on Saturday, Auntie?"

"Why, so little boys may find out what pleasant things there are to do in the house," said his auntie. "Or maybe to give them a chance to make some of the sunshine," she added.

Jack looked out of the window again, and then a bright thought came to him.

"Oh, Auntie!" he cried, "may I look at your big book full of Indians and all those other funny people?"

"Yes, indeed," said auntie; "put the book right down here on the floor, and we can talk about the people together."

Jack brought the big book and laid it open on the floor,

"Look, Auntie! see what a nice picture the book opened to," exclaimed Jack.

"Why do you like that picture, dear?"

"Because it is sunshiny, and these little girls can go out to play," said Jack.

"It is a sunny picture," said his auntie; "but these little people are not playing. They are working."

"Do Indians work? Read the picture to me, please, Auntie."

"Well, let me see," said auntie; "the picture says these are three little Indian children who live 'way out in California, where Uncle Tom and Aunt Hattie are."

"My!" cried Jack, clapping his hands, "do they know Uncle Tom?"

"Oh no, Jack! California is a very large place, and these people live sometimes 'way up on the beautiful mountains, and sometimes down on the green plains."

"What are their names, Auntie, and why do they have those baloons on their backs?" asked Jack.

"While I tell you their names," said his auntie, "you look closely and see if those are baloons on their backs. This girl whose face we can see is named Lucy, and this one's name is Maggie. Have you any other name than John?"

"Yes, Auntie—John Junior Brown," replied Jack. "It's just like father's."

"Well, the name which these Indian children have, instead of Brown, is a very queer one. Auntie can't say it in Indian, but in our language it is Medicine Bull."

"Oh, ho!" laughed Jack; "what a funny name. Is this little one's name Medicine Bull, too?"

"No, he has another funny name; it is Douglas Fire Cloud. But what about the baloons, Jack?"

"I don't think they are baloons, Auntie," said Jack; "are they molasses jugs?"

"They are jugs for carrying water. You had it nearly right, hadn't you? Shall I tell you how these jugs are made?"

"How, Auntie?"

"The Indians weave them like baskets. They gather the cane or the reeds—look at the seat of this chair, and my work basket; see what they are made of?"

"Yes, but you can't carry water in a basket, can you?" asked Jack.

"You could if you dipped the basket in pitch, as the Indians do, and stop up all the holes so that it can't leak."

"I wish I had one, Auntie. Oh, I wish I could make one!"

"You could, dear, if you had some one to show you how. The Indian children, as large as you, make them. These little Indians are great workers, Jack, and they soon become able to carry very heavy burdens."



"What does 'burdens' mean, Auntie?" asked Jack.

"Large loads or heavy ones. See this picture over here; these women are carrying bundles of wood larger than themselves. Are not those pretty big burdens?"

"I think I could do that. Don't you think I am awfully strong, Auntie?" and Jack stood up just as straight as he could.

"You are pretty strong for a little boy," replied his auntie; "but I hardly think you could carry these bundles of wood. You see these women began when they were little to carry the water jugs, as Lucy and Maggie are doing, and so they grew very strong."

"But, Auntie, I haven't any water jug to make me strong," said Jack.

"A long while ago," said his auntie, "everybody had to carry this kind of burdens, because there were no wagons nor steam cars; and the children all helped by carrying the water, or the baby, or some other small burden. Then when they grew older they could carry more, you see. Now we have the trains and wagons, so that you do not need to carry anything very heavy. But you do need to be strong and brave for other kinds of burdens. Would you like to hear a little true story about the Indians, that auntie knows herself?"

"Oh yes, please, Auntie," cried Jack, climbing on a chair close by to listen.

"When grandma wasn't old at all, and mother and Aunt Hattie and auntie were just wee little girls, we were all going out to California in one of these wagons with white tops. But dear grandma was sick and had to lie on a bed in the wagon all the time, and one day when the grandpa you never saw had gone to get some wood to make a fire, what do you suppose happened?"

"What, Auntie?—bears?"

"No. A dear good Indian came and looked in the wagon and saw the three little girls and their sick mother. Then he made a funny noise and went away. Pretty soon he came back from the woods with a handful of sticks and

roots. Then he made some medicine out of these sticks and things and gave it to your grandma. The next day he did it again, and the next and the next till grandma was all well. Then he went away and we never saw him again; but we always remembered him, and were grateful for his help."

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### CHRISTMAS EVE.

**A**LL night long the pine trees wait,  
Dark heads bowed in solemn state,  
Wondering what may be the fate  
Of little Norway Spruce,  
Little Norway Spruce who stood  
Only lately in the wood;  
Did they take him for his good—  
They who bore him off?  
Little Norway Spruce so trim,  
Lithe and free, and strong of limb!  
All the pines were proud of him;  
Now his place is bare.  
All that night the little tree  
In the dark stood patiently,  
Far away from forest free,  
Laden for the morn.  
Chained and laden, but intent,  
On the pines his thoughts were bent;  
They might tell him what it meant,  
If he could but go!  
Morning came. The children—"See!  
Oh, our glorious Christmas tree!"  
Gifts for every one had he;  
Then he understood.  
—*St. Nicholas.*

## THE PLACE OF RHYTHM IN CHILD LIFE.

M. S. T.

**I**N looking over a topical syllabus from G. Stanley Hall I found this question, which arrested my thought at once: "Why do not children play kindergarten games on the street and at home more?"

The thought came to me at once that very likely one of the reasons was that we have been giving them themes for thought in the games we have devised way beyond their power to comprehend, consequently outside of their everyday experiences, and not vital to them. Such plays can only be made interesting when some adult puts the life into them, whereas when children play the thing they like, the adult is not needed as a support to it. It is a pity that we so often try to force the children into an experience outside their own lives.

In contrast to such games I recall some which I have seen worked out by one who has made child nature a study, and who endeavors always to take a common experience of the children as the basis for the game.

At one time when the work of the home was the general topic underlying the work done in the kindergarten, and the little ones were talking about the work mother has to do in getting the clothing made, this teacher saw her opportunity to make an impression of the weaving in and out of the thread through the cloth, in the form of a game.

She formed them in a line some distance apart for the long seam, then selected one for the needle, and a long string of children for the thread, and then, to appropriate music, the needle conducted the thread in and out through the long seam.

It was a simple theme, but there were those who stood and looked on who could have cheered this successful little game. The children apparently never wearied of it, and all the time they were acquiring self-control, the power to yield

themselves to a given thought and of becoming absorbed by its steady rhythmic activity, and a clearer idea of what sewing involves. This play had the advantage, too, of using numbers of children at a time.

So I might describe the plays about Santa Claus and his reindeer, the gathering of seeds in the autumn, the awakening seeds in springtime, the nest building of the birds, etc., if space permitted.

But in all these the help rendered by appropriate music is very great.

What kindergartner who has tried to do original work has not felt this need deeply and wished she could make some music to fit her particular necessity? You know we can never find a road ready prepared for us if we seek the hitherto unvisited forests. The analogy holds good if we try to do original work in any line; we must needs find a way or *make* it as we go along.

Now it chanced some six or eight years ago, that the kindergartner at the then Cook County Normal school, believing that rhythmic music could be a great awakener of faculties and harmonizer of conflicting feelings, sought to make herself a way in this work and try its effect on the children. Accordingly she secured the services of a pianist who could feel rhythm herself and make others feel it through her playing.

They began with the simplest rhythmic movement, the plain skip, and helped the children to gain this.

Then as the games developed the need of music especially adapted to them, the teacher and her pianist worked together in obtaining that which would be an inspiration and help to the play.

Thus has come about the reaping motive, speed of Santa Claus' reindeer, the soft, dreamy rhythm of the sunbeams, the patter, patter of the raindrops, the stately stepping of the spirited horses, etc.—all motives which grew by degrees out of the necessities of the times.

Often the children have given from their own as yet unfathomed dramatic natures the key to the theme.

Little by little variations in the skipping have been added, until now the time devoted to rhythm work is full of delightful changes to the little ones and their elders who live with them from day to day.

Children are quite as fond of changes as are grown people, and the morning exercises of a kindergarten may be made entertaining and educative at the same time, if one only will, as often as the work admits of it, give the children some new theme and let them interpret it as they can. Suggestive hints may be given if they need it, but never, never commit the error of forcing an interpretation upon them which they cannot read or feel.

Perhaps you wonder if all this effort pays. I wish you could all have witnessed, as the writer has, the transformation which in instance after instance has occurred from the effects of this rhythmic work in the general and gradual harmonizing of the childish natures. Fiery children whose actions were disjointed have been brought, through the power of music, to feel the rhythm which soothes and softens their very natures. Sluggish children have been aroused by another kind of music, when it seemed their time of awakening would never come.

Sometimes it takes many months for a nature slow to respond to outside influences to be touched, but I have never yet failed to see the music reach a child eventually. Its power, when rightly used, is simply wonderful.

Children who have been under the influence of good music for two or three years are very quick to feel the rhythm and inspiration of a new theme.

I have been led to the conviction that Ruskin is right when he says, "Music, which of all the arts is most directly ethical in origin, is also the most direct in power of discipline."

The kindergartner who has failed to realize this knows not what a powerful ally she has neglected. But one caution: be sure the music is good and is adapted to the end in view.

Should anyone wish to know where this rhythm work

can be seen at its best, spend a few mornings at the Chicago Normal school kindergarten and there see Miss Allen and Miss Anderson conduct this phase of the work.

They have been working this out gradually and according to the best and latest physiological and psychological data, and, while they in nowise feel they have reached the top of the ladder in this work—rather, have made a good beginning—it yet may furnish a wonderful inspiration to those who have never tried the power of rhythmic music in the school or kindergarten.

Miss Allen has been ably assisted in her pioneering by Miss Clara Louise Anderson, whose picture accompanies this article. Miss Anderson has been the assistant at the piano for six years and has entered sympathetically into the work. She has had the advantage of a fine musical education, studying with such



artists as W. C. E. Seeboeck, P. C. Lutkin, and Eleanor Smith. She had no intention of composing for little children when she entered the kindergarten work, but as is often the case, she has naturally drifted into it.

When asked how she composed her music she replied that she must have some definite purpose or motive, an end to be reached; and with this thought constantly in mind the

music would weave itself around the thought until at last it would take a definite form.

Her work shows marked talent in this special direction of following and directing the natural feeling of measured sound and movement that seems to be innate in most little children and easily reached where the environment does not militate directly against its birth and development.

Miss Anderson made a collection of her compositions about a year ago and published them under the title of "Instrumental, Characteristic Rhythms." To her good musical education she has been adding a knowledge of child nature to enable her to provide music adapted to little children. How well she has succeeded many can testify who have been using the music the past year.

In talking over her work Miss Anderson told me that the most pleasant part of it was the receiving of many appreciative letters from those interested in this work, who feel now how greatly that part of the child's life has been left practically undeveloped.

"It is not the intention of those who advocate this work in rhythm, that it should take the place of other kindergarten aims or receive undue attention," she said; "but we only wish to maintain that it is one of the many hitherto neglected features in child development; and since from the best investigations it appears that rhythm is the first musical expression made by the child, which may even be manifested by it before it can speak a word, it does seem reasonable that this should have some attention during the young child's development."

Watch the spontaneous activity of little children when under the influence of inspiring orchestra or band music, and see if there is not evidence that rhythm is innate.

But should there be among the readers of this article some who differ from the advocates of rhythmic exercises with little children, let me urge such to follow the sage advice of proving all things and holding fast that which is good, before they cast it aside as a fad.

THE EVOLUTION OF A PRIMARY TEACHER.  
CHAPTER III—A CONFUSION OF VOICES.

KATE L. BROWN.

“ONCE there were five little peas in a shell. The—  
peas—were—green,—the shell was green,—  
and so they thought the whole world was  
green.”

The Primary Teacher smiled a little on the stair as Susy's childish drawl came to her through the open door of the sitting room. “That's just like me,” she cogitated on her upward way. “I've been living in one particular shell for so many weeks that it has become my world. Now, how would I like it if the real world were just that and no more?”

A little frown crept up the sober face, and two vertical lines—“Sis's considering wrinkles,” according to brother Hal—appeared between her eyes.

The Primary Teacher seated herself upon her bed and pushed back a childish lock of bronze-brown hair that would insist upon tumbling down over her right ear. Then she took a deliberate look at herself in the glass. “I look—I look—narrow—concentrated,” she mused, “and I'm getting so. I just get up and go to school and come home and do school work and go to bed. I was thinking of my number work all the way out in the cars this morning. Tonight when some one asked me to move down, I said, ‘Please don't get so near,’ just as I've had to speak to my children when they crowd so closely upon me in the reading class. No wonder the man stared at me as if I were an escaped lunatic! I shall be one if I can't get out of this narrow place. What can I do? I can't get away from school—I don't want to. How can I get wideness—in it? I must think and plan. But now, for the rest of this day I'll simply dismiss all thought of my occupation. I'll read ‘The Golden Age’ after dinner. I won't correct a paper. I won't try and cor-



relate tomorrow's seat occupation with the work in hand. I'll be lazy and giddy. I'll not be the typical schoolma'am any more today."

The Primary Teacher drew in her lips primly, but the flushed cheeks and bright eyes in the glass belied her. She laughed, put her schoolbag carefully under the bed, and proceeded to crimp her "scolding locks," with a decidedly festive feeling.

It happened that the Primary Teacher at that time possessed an Observer. It seemed the proper thing to allow this young creature the opportunity of putting in practice what she was accumulating at that great reservoir of wisdom, the normal school. So one day the Primary Teacher went speeding gayly away to fresh pastures, and the Observer took her place, quaking inwardly as she met the malevolent glance of Timmy O'Brien, the peerless bad boy of the school, who glowered darkly at her from behind his primer.

At this time the Primary Teacher's mind was a seething chaos concerning the matter of reading for the beginners. She was hoping to have light, and thus order restored, through her day's visitation of certain schools privately recommended by her superintendent.

She cherished a list of several schools whose leading points were designated.

"Miss Harold—no phonics—aims to secure expression through use of exaggeration in manner, voice, etc."

A thin, nervous-looking woman, with the air and attitude of one on springs, gave her a pleasant welcome. A dozen or more children were at the board. The instant a word or sentence was written, a peculiar scene took place. Every child began to dance about on tiptoe, gesticulating wildly. Every face, even the teacher's, wore an expression of intense earnestness. It would seem as if an event of thrilling moment were at hand. Yet all that appeared upon the board was the startling announcement that John had a cat in a basket. A forest of grimy palms waved about the teacher's face—indeed, almost hitting her nose. The chil-

dren pressed nearer, one urchin even apparently anxious to scale her shoulder.

"*Harry*—may try," said the teacher intensely.

Harry turned a fine crimson, gathered his forces, and shrieked convulsively, "*John*—has a cat in a *basket*." So the work went on.

"It is a *white* cat," piped a flaxen-haired mite, nearly precipitating her teacher into the blackboard. A sturdy boy of six declared in tones of solemn conviction that it would *not* bite. A youthful son of Erin announced somewhere in the region of his boots that John was about to bestow the cat upon Nell.

So it went on, ten minutes of teetering, waving, jumping—of intensity of feeling and shrill-voiced, high-pitched expression. In all the teacher seemed to encourage rather than restrain. The Primary Teacher had considered herself noise-proof, but her brain reeled in the confusion.

"You'll doubtless consider my children noisy," said Miss Harold; "but you'll notice it is not purposeless noise—the noise of disorder. Now we encourage exaggeration in this first work. Children are naturally ardent and excitable. If we encourage exaggeration of voice and manner even beyond the normal pitch, later on they will tone down to about the right point, and they'll always read with expression, never with the half-dead-and-alive drawl so common in primary schools."

"Your children can never be considered half-dead-and-alive," said the Primary Teacher frankly. "I observe you use no phonics."

"No, we don't believe in it; we consider it unnecessary," replied Miss Harold.

"How do the children get the new words? Do you continue the word and sentence method indefinitely?"

"Well," hesitated Miss Harold, "we group words of similar sounds, and we have much oral spelling."

"Oh!" said the Primary Teacher, "I suppose some phonic assistance will leak out of oral spelling."

"I presume so," admitted Miss Harold, coloring a little.

In the next room, as may be supposed, the methods were entirely reversed. The sound chart occupied a prominent place, and there was much drilling. The teacher owned that she had gone through with the several sets of books and marked diacritically each new word.

"Those children *must* learn to be independent; they must have a key to word-getting. I'll not help them to be cripples," said the teacher grimly. "Now they have learned several hundred words since school opened."

As the Primary Teacher moved on to number three she peeped at her reference slip and read, "Miss Marsh—phonics—now and forever."

Her next experience bade fair to efface all previous ones, however. The boards were decorated with drawings which seemed to have special reference to the reading lessons. (Her slip had told her, "Miss Hayes—Pollard Synthetic Method.") There were ladders marked with the short and long vowel sounds, and groups of lambs stood patiently about bearing the ä's upon their woolly sides. Miss Kitty, with raised back, was directing her f-f- to Master Fido, while the same gentleman, with lips drawn back from his teeth, emitted a snarling r-r-r! Doves looked out from big d's, and trains of cars uttered their ch-ch-ch. There were other things too numerous to mention.

There was much sounding, rules sung to popular airs, and a partial development of the "Johnny Story." This nineteenth-century youth of five or six slaked his thirst for learning by the most realistic dips into the great ocean of what seemed to the Primary Teacher phonics run mad. He spends his country visit learning sounds and the rules for their uses; marking, combining, until the world must have seemed one vast philological puzzle.

The pupils at their seats were printing words and marking them. The classes at the board, beginning at the end of the sentence, marked through to the beginning, giving rules when asked, and reading the entire sentence with great fluency and lightning rapidity. The Primary Teacher's head reeled; never before had she witnessed such marvelous

word-getting. Her own attainment seemed paltry, faded away into insignificance. In the glitter and the glare she was almost won over.

At noontime the Primary Teacher was literally worn out with excitement. "I *am* experiencing," she thought to herself. "I am truly experiencing, and at this rate of experiencing I shall literally burst."

The afternoon was a very tranquil one, however. She visited one room where objects to illustrate natural science were apparent at every hand. There were interesting talks on mica or quartz, then the word was written on the board and the children said "mica" or "quartz," as it might be, and made sentences about the same. There was a very strong atmosphere of natural science, which the Primary Teacher could not in her heart criticise. It seemed so much more sensible and rational to bring a child's mind in contact with life's wonderful mysteries than to feed him on the "fat cat" eternally sitting upon the un-wear-out-able "mat."

Yet the Primary Teacher was not sure that her problem was answered, even in this charming room. A feeling lurked that these same children might, before the year's end, demand symbol rather than objects entirely. Might there not come a certain half-weariness and unconscious mental disgust if hardier meat were not furnished?

Then, too, even with all the training in observation and language, would these same children have developed the proper power that would enable them to read independently the thoughts of others? Would they not necessarily be weak on certain prosaic but most important little words, and correspondingly destitute of the adequate key for conquering these same words? Was it not a case of "These things also ought ye to have done"?

There was one more room on her list, and she took a car in order that she might have a half hour with Miss Royal.

"Do you cut old friends, then?" said a pleasant voice; and looking up she met the smiling glance of the Confirmed Growler.

"Oh, I'm so glad to see you!" burst out the Primary Teacher. "I did not know that you were in town."

"We have been domesticated just a week," said the Confirmed Growler, "though Adelaide and George have been with their grandmother since the middle of September, and began school then. There's a certain little green rattan rocker at our house that My Lady has set apart, and that stands waiting for you. Come soon to us. But why that serious countenance? What present problem?"

The Primary Teacher detailed her day's experience and what had prompted this quest.

"I want to tell you something," said the Confirmed Growler confidentially. "I've made a recent discovery which will interest you. I began when the children were three years old to try and discover the ideal method for teaching reading, so that when my boy and girl were old enough they might be properly taught. For two and nearly three years I've observed, studied, investigated. Child-study people know me well. I've haunted Stanley Hall so persistently that he turns pale at my approach. I formulated *the* ideal method at last and submitted it to Miss Power, who was to introduce my children gently to the mysteries of knowledge. When I returned from my western trip Miss Power meets me with a troubled countenance. She applied the ideal method and made an astounding discovery. Both George and Adelaide were already reading! In some mysterious, occult fashion they have taught themselves. Nobody can make out just how. When we ask them about it, they reply in a lofty fashion that they didn't have to learn—*they knew!*"

"Well! well!" exclaimed the astounded Primary Teacher.

"Here we are at your stopping place," said the Confirmed Growler, signaling the conductor. "Let us know the sum of your conclusions when you have seen Miss Royal. Perhaps your day will not have been altogether a confusion of voices."

## The Christmas Tree.

*8: Grazioso.*

This tree was grown on Christ - mas Day,  
 Gifts hang here for ev - 'ry one;  
 Bright and light our Christ - mas Tree:  
 Dance, then, chil - dren, dance and sing,

*rall.*

Hail old Fa - ther Christmas! Old and young to -  
 Hail old Fa - ther Christmas! God gave man this  
 Hail old Fa - ther Christmas! Bright and light our  
 Hail old Fa - ther Christmas! All the mer - ry

*rall*

*a tempo.*

END.

geth - er say: Hail old Fa - ther Christ - mas!  
 day His Son, Hail old Fa - ther Christ - mas!  
 hearts must be, Hail old Fa - ther Christ - mas!  
 cho - rus ring, Hail old Fa - ther Christ - mas!

*a tempo.*

## The Christmas Tree. Concluded.

Bright the col - oured ta - pers shine.

This system contains the first musical staff with a vocal line and a piano accompaniment. The key signature is one sharp (F#) and the time signature is 4/4. The vocal line has a melody that rises and then falls. The piano accompaniment consists of chords and single notes.

Hall old Fa - ther Christ - mas! Bright to - day the

*rall.*

*Ped.* \*

This system contains the second musical staff. It begins with a vocal line and a piano accompaniment. The key signature remains one sharp. The tempo marking *rall.* (rallentando) is placed above the vocal line. The piano accompaniment features a prominent bass line. The system ends with a *Ped.* (pedal) marking and an asterisk.

love di - vine, Hall old Fa - ther Christ - mas!

*a tempo.*

*D.C. al 8:*

This system contains the third musical staff. It begins with a vocal line and a piano accompaniment. The key signature remains one sharp. The tempo marking *a tempo.* (allegretto) is placed above the vocal line. The piano accompaniment features a prominent bass line. The system ends with a *D.C. al 8:* (Da Capo al Fine) marking.

## CHILD STUDY AND PUBLIC KINDERGARTENS.\*

MARY CODDING BOURLAND.

THE principles upon which Friederich Froebel founded his system of education are accepted by the leaders of educational thought today, throughout the civilized world. So much has been accomplished by the untiring zeal and devotion of his followers. It is the consensus of opinion among believers in the efficacy of the kindergarten as an educational force that the work of the philanthropist in demonstrating its usefulness should be but a stepping-stone to the support by the state, of a sufficient number of kindergartens for every child of suitable age and condition in the land.

The law of Illinois for kindergartens, in force July, 1895, provides that the board of education in any community, when authorized by a majority of votes cast in a properly called election, may establish kindergartens for children from four to six years of age. No money accruing to the school-tax fund shall be used for that purpose, but a local tax shall be levied for the kindergartens. The lawsuit of "Jarndyce and Jarndyce" never evolved a more beautiful way of "how *not* to do it." The new law of Pennsylvania provides that school boards may establish kindergartens for all children from three to six years of age, residing in their districts, and that they shall be supported out of the school funds. Training schools for kindergartners are also provided at public expense. The contrast between this and the Illinois law is marked.

A letter received last week from Supt. S. M. Inglis says that as far as he is aware, in no community where this subject has been submitted to the people for a vote has it been successful outside of Cook county. Were every community ready to receive and support the kindergarten in an intelli-

\*An address delivered at the third annual meeting of the Illinois Federation of Woman's Clubs, in Jacksonville, Ill., October 20, 1897.



gent way; were there a sufficient number of kindergartners thoroughly prepared by nature and by study of the child, as well as by the study of Froebel, to give to each of the thousands of little ones waiting in Illinois for it, an all-sided education; were there everywhere boards of education intelligent and incorruptible—then should we indeed lament the slow course we are taking in Illinois in incorporating the kindergarten into our public school system. But there is a great work to be done before people in general are prepared to make a wise use of that desired blessing, and while to those who have worked many years in one way or another for its accomplishment, it would seem that there has already been offered to the public sufficient proofs of its efficacy to cause a demand for the free public kindergarten, voters prove the opposite to be true in localities where it has been tested. Unless the education of public sentiment be systematically undertaken by some great organization like our Federation of Women's Clubs now representing fifteen thousand women, the children's rights will still be long withheld from them in Illinois.

It is statistically proven by an authority in sociological problems that where educational methods are in advance of the people they will ultimately be rejected and returned to their lower level. I have already stated that the leaders of educational thought have accepted the philosophy of Froebel the pioneer child student. Those less learned may arrive at his conclusions through a careful observation of child nature. It is only when our own intelligence makes a new thought ours in a practical way that it becomes a truly living thing to us.

A resolution presented by Miss Lucy Wheelock, Dr. Jenny B. Merrill, and other prominent leaders of kindergarten thought, at the close of the Clarke University summer school of 1896, shows that they feel that students of Froebel should "think his thoughts after him," through closer study of the child himself. The expression of this feeling is embodied in part, in the following extract from the resolution: "Feeling the imperative duty of having in

our work as kindergartners and normal teachers not only a deep reverence and right understanding of Froebel's philosophy, but recognizing also the present need of a clear view of a true psychology of children, we hereby tender our most sincere thanks to Dr. Hall for offering us an opportunity to coöperate with him in the "child-study" movement through the syllabi and conferences of this session of the Clarke University summer school. We believe that a better knowledge of genetic psychology is also necessary to ward off any tendency to formalism in the education of little children, which has ever been one of the greatest dangers of the kindergarten system."

"Child study," in the modern acceptance of the term, proves that through its activity the brain cells of the child are developed; that the greater the variety of motor activities the larger the area of the brain developed. Parents and boards of education learning this truth will at once recognize that the provisions in the kindergarten for varied play and work accord with it. Imitation is a fruitful means of education spontaneously adopted by the child; he especially delights in imitating his elders. The life games in the kindergarten, "The Farmer," "The Blacksmith," "The Carpenter," etc., and the entering into the spirit of home work through many of the occupations, give play and development to this faculty of the child. Wise mothers will learn, through observations of this element of child life, to allow the little ones to do work at home while they *desire* to do it, even at an expense of more labor on the mother's part, rather than to wait until the child has passed this period and entered the more difficult one of early adolescence. This brings to mind another great truth being studied by child students—that the child grows mentally as well as physically by stages. At one stage he is ready to absorb with avidity what at another stage he does not comprehend. A school of experiment on this line in England proves that by attention to this law, the amount accomplished in the school years may be doubled.

The natural receptivity of the child mind to spiritual

truth corresponds to the simplicity of religious thought during the earliest history of the race. "The sun, the moon, the flames, beasts, mountains—all have been deified; God revealed himself in a thousand different ways to the hearts of his waiting people. It was the childhood of the world; the thunder boom and lightning flash of Sinai, the budding rod, the burning bush, the pillar of cloud by day and of fire by night, the bow in the heavens for a promise, and finally the star in the East guiding the wise men to the Christ child, whose sign, appearing in the eastern skies, symbolized the dawn of a new, perfect, spiritual Christianity; these were some of the means by which the world was led into the domain of pure religion. . . . There exist, then, these deep analogies between the outer and the inner worlds, between the truths God writes in human hearts and those he proclaims through the thousand voices of earth."—(Kate Douglas Wiggin.) Froebel would develop the spiritual nature of the child according to this law.

Fatigue in childhood is productive of disease and even insanity in later life. The care taken in the kindergarten to vary the exercises of the children is in accordance with their need. Space forbids except to indicate a few of the many beauties of Froebel's provisions for child growth in accordance with child nature. As we leave the kindergarten age we cannot learn through observation of children that any transformation occurs at the age of six years which makes it possible for the child to be benefited by sitting motionless five hours a day with abstract facts for his mental food. Dr. G. Stanley Hall has scientifically proven that education through manual training develops an area of the brain, as compared to the old memory methods, as the size of the two hands compares to the end of the thumb. Organizations for "child study," composed of parents and teachers and others interested, should be started by every club in the federation until every schoolhouse becomes a center for the education of its community. When the laws which govern childhood are known the ideal kindergarten will be demanded everywhere. In localities where no kindergarten

has ever been established one fruitful way to educate public opinion is to organize kindergarten associations which shall support kindergartens as an object lesson, and serve to induce a vote to incorporate them into the public school system. Let us help to turn our educational pyramid, which Chas. Dudley Warner says is "standing on its apex," over on its broad and sure foundation.

While this educational process must be comparatively slow, let us never forget that thousands of little children in Illinois are drifting into lives of sin and misery today for lack of knowledge on the part of their parents of how to train them aright; for the lack of intelligence on the part of the communities to provide means of education in accordance with the threefold being which can never be divided.

Men and women must be educated for parenthood; wives must take their motherhood upon themselves as the highest vocation upon earth and the nearest unto heaven.

"The young lambs are playing in the meadows,  
The young birds are chirping in their nests,  
The young fawns are playing with the shadows,  
The young flowers are blowing toward the west.

"But the young, young children, oh, my brothers,  
They are weeping bitterly!  
They are weeping in the playtime of the others,  
In the country of the free."

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## CHRISTMAS.

KATE HAWLEY HENNESSEY.

**A** WAKE, little children,  
The Christmas is here;  
The day of all days  
To the children most dear.  
St. Nick loves us all, and gayly we call,  
Merry Christmas to playmates!  
Merry Christmas to all!

(To the tune of "Spring Song," in Eleanor Smith's "Songs for Little Children," Vol. I, page 16.)

## A FEW KINDERGARTEN GAMES.

FRANCES BLISS GILLESPIY.

THE game of The Pigeons, which appeared in a recent number of the KINDERGARTEN MAGAZINE, was of such service that it occurred to me that some games which had grown up in our kindergarten might be of use to other children, as I feel the Pigeon Game will be of use to the children of our own kindergarten.

These games have been called into existence by a demand from the children themselves, and though they make no pretense to poetic merit, they have been received with enthusiasm by the little people, who are ever ready to forgive a false meter or a most liberal dash of poetic license, if only they may be afforded a means of expressing their thoughts.

The action is very simple, and as the children have decided it for themselves, no two classes have played the games in quite the same manner; so I will leave them to be interpreted by the children who are to play them.

One day when talking of the children of the far North we were confronted with the statement, "There isn't any game." Search revealed none, so the next day this was presented to the children:

### AGOONACK'S RIDE.

(Tune "Grasshopper Green."—Songs and Games for Little Children.)

Over the glittering fields of snow  
This cold, cold winter's day,  
Do you hear the sound of pattering feet,  
The merry tinkle of the sleigh?  
The good dogs are pulling with all their might,  
As over the snow they run.  
Who cares though the night is a whole winter long?  
Hurrah for the best of fun!

Now they have stopped at the round snow house,  
Barking so loudly, "We've come!  
We've traveled for miles over fields of snow,  
And now we are glad to be home."  
Then off comes the harness and in we go,  
Thanking the dogs for our ride.  
There is fire to warm the cold little toes,  
And plenty of good cheer inside.

Later the demand was for a game in which the nest building and care of the baby birds should be portrayed, and the verses below were given. The tune used was that of "Come Little Leaves" (Songs and Games for Little Children).

Father and mother are building a nest;  
They have found in Greenwood the place that is best.  
They are working so hard through the long summer day,  
Gathering grasses and hair and hay.

They are so happy, for soon they will hear  
The eager "Peep, peep!" of their babies so dear.  
Dear mother, gather them safe 'neath each wing;  
Kind father, hasten, for food you must bring.

Now mother and father will teach them to fly:  
"Come, timid birdies; come, try; come, try.  
Fly out in the Greenwood, dear birdies, with me;  
Then back to the nest in the dear old tree."

The "mother good and dear" became tired, and should be put to sleep in a game, so we shamelessly borrowed both idea and music from Miss Eleanor Smith's "Go to Sleep, Thumbkins," and sang:

Now go to sleep, mother, so tired are you;  
And you, dear, kind father, you've worked all day too;  
And brothers, all tired with work and with play;  
And you, little sister, so busy all day.  
The wee baby slept while the sun still shone bright.  
Good night, little family; good night! good night!

I realize that there may be far better games on these same topics, well known to other kindergartens; yet I send these, thinking that they may help some fellow worker in a moment of perplexity.

*Lansingburg, N. Y.*

## HOW THE STATE OF COLORADO EXAMINES KINDERGARTNERS.

GRACE ESPY PATTON.

(Superintendent of Public Instruction.)

The following set of blanks and questions constituted the state examination for kindergartners, taking place in Denver, August 25 and 26, 1897:

### PERSONAL QUESTIONS.

1. Name and address.
2. Age.
3. General education.
4. Special kindergarten training.
5. Do you hold a kindergarten diploma? from what institution?
6. How long have you taught kindergarten?
7. Have you ever taught other subjects? how long?
8. Give as complete a list as possible of all books or articles upon child training, or in any way related to kindergarten work, which you have read.

### FIRST DAY, A. M.—FROEBEL.

1. Name Froebel's writings and give an idea of their contents and educational value.
2. Write a thesis on Froebel's educational ideals, showing his relation to other great men of his times, and also his position as regards the later developments in child study.

### KINDERGARTEN MANAGEMENT.

1. What place does the weaving occupy in the kindergarten program? How fine and what style of mats do you give the children? Give reasons.
2. What material would you need for a kindergarten of twenty-five children?
3. Estimate the cost, exclusive of room rent and heat.
4. Make an ideal program in nature work for one year.

### FIRST DAY, P. M.—THE MOTHER-PLAY BOOK.

1. Explain the general purpose of this book, and show its educational value.

2. Select two plays which are respectively indicative of the child's love for plants and animals, and give the proper interpretation to each.

3. In which of the plays does Froebel indicate the analogy between the mind of the child and that of primitive man as regards celestial phenomena? Explain the same.

4. Interpret as fully as possible the two plays—

(a) "This is the mother, kind and dear."

(b) "The Carpenter."

#### NATURE STUDY.

1. What is the child's instinctive attitude toward nature?

2. How does it compare with that of primitive man?

3. What has been the trouble with much of our so-called nature study (science work) in kindergarten and school?

4. What position should nature study hold in the kindergarten?

5. What are your ideas as to methods of teaching this subject in the kindergarten?

#### SECOND DAY, A. M.—STORIES, SONGS, AND GAMES.

1. Name some of the best story writers for children, and give their books.

2. What are some of the essential features of a good story for children?

3. Should children sing when engaged in active exercises? Give reasons.

4. Who are some of the best song writers for children? State the good features of their work.

5. Write a short thesis on the kindergarten games, observing the following points:

(a) Their all-sided educational value.

(b) Their relation to nature study.

(c) Their place in the kindergarten daily program.

6. Show the analogy in the development of the child and the race in these subjects.

#### GIFTS AND OCCUPATIONS.

1. Should the Froebel system of drawing be used in the kindergarten? Give reasons for or against.



2. How finely should the sewing cards be perforated? (Distance between perforations.) Give physiological basis for your answer.

3. What do you think of the proposed enlargement of the building gifts? Upon what law of motor activity is this enlargement based?

4. Explain the symbolism of the second gift, and show whether it properly has a place with children of the kindergarten age, or whether it belongs to a later stage of child training.

SECOND DAY, P. M.—PSYCHOLOGY.

1. What do you understand by a nerve center?

2. In what way is education connected with nerve centers?

3. In the motor activities distinguish between the central and peripheral centers.

4. What is the practical application of number three in the kindergarten?

5. Give the psychology of fatigue.

HISTORY OF EDUCATION.

1. Who was Rosmini, and what was his method in education?

2. In what respect were Herbart and Beneke alike in their educational doctrine?

3. Name some of the principles of Ratich.

4. What do you understand by a system of education?

5. What effect has the kindergarten had upon education in general?

PHILOSOPHY OF EDUCATION.

1. What types of experiences do you find in an individual?

2. What are the culture epochs? Give a reason for their existence.

3. What do you understand by heredity? habit? accommodation?

4. Give a reason for a training of the motor activities in connection with the mental.

**MOTHER-PLAY BOOK STUDY QUESTIONS.\***

**THIRD SERIES. IV.**

**SUSAN E. BLOW.**

*The Little Maiden and the Stars.*

2028. What statement does Froebel make in the first paragraph of the motto to this song? (Mottoes and Commentaries, page 300.)

2029. Illustrate this truth from your personal observations of children and from reminiscences of your own childhood.

2030. Give any illustrations you may have met with in books.

2031. What does Froebel say in the second paragraph?

2032. Is this a special phase of the general truth referred to in preceding paragraph?

2033. Illustrate this tendency as fully as possible?

2034. What does Froebel say in the third paragraph?

2035. Do you think you carry out his idea by speaking to children of all objects as persons?

2036. Did not Froebel himself protest against speaking of the moon as a man?

2037. How will you reconcile the two statements?

2038. What incident gave the point of departure for this song?

2039. Give a literal translation of the original poem for the child, which shows Froebel's response to the indicated need.

2040. Judging from this response how should you suppose Froebel wished us to meet the animism of little children.

2041. Describe all the details of the picture and state what further educational suggestion it conveys to your mind.

\*Contributors to this department are requested to write each question in full with its number, followed by the answer. Also to place name and address at the top of each page of manuscript, the same to be carefully numbered. Also to fold the manuscript for mailing, instead of rolling it.—EDITOR.

2042. What does Froebel say in the final paragraph of his Commentary, with regard to strengthening the inner life of childhood?

2043. What insight does he say is the goal towards which from the beginning the soul struggles?

2044. Will the clear recognition of this goal suggest the means of realizing it?

2045. What connection between this song and its immediate predecessors?

2046. What statement in Froebel's Commentary on the Boy and Moon throws light upon his intention in the Little Maiden and the Stars?

2047. What practices prevalent in some kindergartens caricature Froebel's ideal?

2048. What practices prevalent in Sunday-school work are open to the same criticism?

2049. Describe in detail what you think we should *not do* in our attempts to respond to the natural symbolism of childhood. Give as many instances as you can of a false and misleading symbolism.

2050. What does the animism of little children really tell us with regard to their attained *stadium* of development?

2051. What stages of psychologic ascent are indicated historically in the evolution out of simple animism to an organized mythology?

2052. What educational hints may we get from this historic evolution?

2053. How were ethical ideals generated in the race?

2054. Broadly speaking, must they be generated by the same process in the individual?

2055. Should you say that the whole Mother Play was an attempt to repeat this process for the child?

2056. With what songs in the Mother Play do we make the transition towards a more direct moral training?

2057. What manifestation of the child shows us that he is ready for this transition?

2058. Relate any conversation you may have had with

children about the picture of the Little Maiden and the Stars.

### ANSWERS TO QUESTIONS.

(From Annie M. Junkin, Los Angeles, Cal.)

*The Lesson of the Children on the Tower.*

1059. To what favorite thought of Froebel's does the motto of this song call our attention?

To the unity of life, the relation of each separate part and experience to the whole.

1062. What application of the thought is made in the present game?

The connecting all the preceding finger games (each one in itself a perfect whole) with one another in this a new whole or unity, thus emphasizing the unity to be found in apparent variety.

1063. How many games are reviewed?

Seven.

1064. To what gifts does the song allude?

To the first and second.

1065. Do you understand that Froebel intended only the games and gifts mentioned should be reviewed, or do you understand that this particular review is intended to suggest others?

I think it is merely suggestive; one translation renders it, "Then the games—they'll mention all."

1066. Is it well at times to look backward?

Yes, for by so doing we see events and experiences in a new light. Our point of view has changed; they do not look as they did at the time they were transpiring; we see them in their relations to one another, as links in a chain. It is oftentimes only in the "backward look" that we are able to see how "All things work together for good."

1067. May even the little child be helped to grasp his life as a process by such backward glances?

Yes.

1070. What is the significance of the visit?

The thought so often emphasized by Froebel: man is a social being. "No man liveth to himself alone."

1072. What happens to families who keep too much to themselves?

Their natures become selfish, narrow, and warped. All their thoughts and actions are apt to be self-centered. They overlook the injunction, "Look not every man on his own things, but every man also on the things of others."

1074. What do you think Froebel intended to suggest by the impulse of the children to climb the tower?

The natural aspiration of youth to attain greater heights, to find "new worlds" to conquer. It seems to me Tennyson expresses it in the following:

The joy of life in steepness overcome,  
And victories of ascent, and looking down  
On all that had looked down on us.

1079. Is aspiration always good?

Yes, *true* aspiration.

1080. May it lead to unwise acts?

Yes, unless wisely directed, it undoubtedly oftentimes does do so.

1081. In general, does Froebel believe in rapid or gradual transition?

In gradual. Nature's transitions are almost invariably gradual.

1082. How do you explain the warning in the concluding lines of the song?

"Experience is the best teacher;" her lessons, although often hard, usually make lasting impressions.

(From Carrie M. Wheelock, Barre, Vt.)

*Lessons of Child and Moon, Boy and Moon.*

1089. Relate as many incidents as you can recall, showing the interest of young children in moon and stars.

An unfortunate little girl of three came to kindergarten one fall whose life up to that time had been a constant battle with parental authority, and she had come to believe that all the desirable things in life were forbidden, and to look with distrust upon things permitted. All the delights of the kindergarten failed to interest her. The children puzzled her, because they were happy and unrestrained. To the smile of the kindergartner she would respond, and in that smile she seemed to bask like a plant long deprived of sunshine. One day the children working with their rings made moon and stars, and sang, "Oh, mother, how pretty the moon looks tonight." From that moment the sleeping soul of little G— was awake; we had but to bring the moon into our work or play and her participation was assured. Every noon for weeks while she waited for her attendant, we sang the moon song over and over without one thought of weariness on her part. She remained in the kindergarten four years and always the moon and stars were her guiding lights in work or play, and the old song was the one she chose when something to interest new children was called for.

2002. What does wonder express?

It is the expression of the soul's groping in the darkness of unexplained novelty. A new experience is his for which as yet he has no key.

2003. How does Froebel think we should respond to the child's wonder over the heavenly bodies?

By making this wonder a gateway through which he may pass to a true conception of the heavenly bodies, and beyond them to the great oversoul holding him and his new-found friends in circling embrace.

2004. What do you think of his criticisms of the practice of calling the moon a man?

They seem to me just. Nothing should be placed in a child's path which can become a stumbling-block in his ascent towards truth.

2005. Did not primitive men invest the moon with human attributes?

They did—or perhaps we might say superhuman.

2006. Should the parallel between the development of the individual and the race be a literal one?

It cannot be a literal one. The individual must go over the ground and advance a little further in one lifetime than has the race through countless ages.

2007. What should we learn from primitive animism? How may we wisely apply this knowledge?

(a) We should learn that the childish mind is best helped to a clear vision of the wonders about it by investing everything animate and inanimate with a distinct personality.

(b) We wisely apply this knowledge only when we make this personality ideal rather than human, and also make it strongly characteristic and individual.

2008. What do you think of explaining the stars as gold pins or burning lamps?

I feel about this as about calling the moon a man—that such an idea must be displaced when the time comes that we wish or need to teach the truth. Childish animism does not demand a new name, but it does demand activity. Everything must have what the children call its special “work” to be satisfying and helpful.

2009. Do you agree with Froebel's suggestion that the child should be taught to see in the moon a shining, swimming ball? Give your reasons for agreement or disagreement.

I read in this Froebel's wish not so much for direct teaching, but rather that in all the mother's talks and plays with her child, in all her dramatization of the life about her, she should keep unmarred the realities; nothing should lose its material characteristics or gain others to which it has no claim.

2013. How does he answer his own questions in paragraphs 4, 5, 6?

The individuality of the child—its ego—is in its relation to things—the universe—much larger, more all-embracing than in adult life; consequently he is brought very near to objects which, as his idea of their relations advances, will become remote. It is during this period of the child's nearness to materiality that the mother can most easily lead him to a consciousness of spiritual oneness. If this is done the child will experience no loss as the objects of sense recede. He has his ladder now.

(From Mary C. Shute, Boston Normal school.)

1091. Relate any conversation you may have had with your children on the picture of Child and Moon.

In studying this picture George said: “The baby is looking at the tower.” “No,” said John, “she's looking at the moon, for she is pointing to it.” They discovered all the details of the picture very quickly, Dorothy volunteering this: “The baby is in the house, for I see a table with flowers on it.” They were much interested to know that there was one side of the moon which we never saw, and speculated about its possible appearance. George asked: “Why is the moon little when it's far away and big when it's near?” The conversation about the moon evidently impressed them, for they referred to it for days, and took great delight in observing the moon and drawing it.

1092. Relate conversations on picture of Boy and Moon.

This picture proved a very interesting one to the children. They quickly decided why the little boy is pointing to the ladder, and then expressed their own views about the possibility of reaching the moon. “I think we could with two ladders,” said one, and when I expressed my doubt the number was increased to five, and then—a bold guess from a very small boy—to 1,065! One child said: “We could reach it if we went on a hill in a carriage.” They finally concluded that the moon could not be reached, but must be enjoyed in other ways. A day or two later, when Elizabeth (who was in the connecting class) was reading, she came to the sentence, “Elizabeth can see the moon.” “But she can't *have* it,” she said laughing; and then reading the next sentence, “I can have a flag,” she added quickly: “I can, you know; a flag isn't like the moon!”

1094. Do your children ever make moons or stars with any of their gifts? If so, please draw some of their representations.

My children were always particularly interested in the talks on the moon and stars and in the songs about them, and so naturally made

them with their gifts, using the rings for the moon, and the sticks and even the fourth gift for the stars.

2000. What does Froebel say in his Commentary on the Boy and Moon, of the result of ignoring the child's wonder?

The child's wonder if ignored collapses into empty astonishment, which makes no effort to question.

2002. What does wonder express?

Wonder expresses interest and a desire to understand. It is apt to contain an element of awe and often of reverence for the unknown power which is manifesting itself.

2003. How does Froebel think we should respond to the child's wonder over the heavenly bodies?

We should so respond to this wonder as to preserve rather than kill it, and through the response should pave the way for future scientific study.

2004, 2008, 2009. What do you think of his criticisms of the practice of calling the moon a man? What do you think of explaining the stars as gold pins or burning lamps? Do you agree with Froebel's suggestion that the child should be taught to see in the moon a shining, swimming ball? Give your reasons for agreement or disagreement.

I have long felt that it is a mistake to give a child false views of the objects or powers of nature. We must necessarily give him partial views, but there seems to be no reason for making them incorrect. Surely the conception of the moon as a shining, swimming ball is much more dignified, as well as correct, than the picture of it as a bad man condemned to live in the sky for picking up sticks on Sunday! I am sure that in my own childhood nothing so stirred my wonder and reverential awe as the moon and stars, and I think they should be made wonderful and even mysterious to a child rather than commonplace and foolish.

2005, 2006, 2007. Did not primitive men invest the moon with human attributes? Should the parallel between the development of the individual and the race be a literal one? What should we learn from primitive animism? How may we wisely apply this knowledge?

Primitive men certainly did invest the moon with human attributes, as the many myths of Diana prove. I think the parallel between the race development and the individual development should not be a literal one, but should be along general lines of growth. A careful distinction should be made between what the child instinctively does which is parallel to the race development, and those parallels which we force upon him because of our theory that the two developments should be the same. His calling the moon a man seems to me decidedly different from our teaching him that it is one simply because we happen to know that the early races so regarded it. The animism of primitive men certainly mirrors the close union between man and nature which existed in early times. The majority of old myths and fairy tales picture a keen love and good fellowship between man and nature, as when the younger brother—the favorite fairy-tale hero—helps the ants and they in turn help him to collect the scattered pearls of the princess, whose hand he thereby wins. The relation between them is like that between affectionate and helpful human beings, and it is this which we should strive to parallel in our children. We certainly can make our children love the moon and stars in a very genuine and delightful way without giving them ideas so opposed to scientific truths that they will have to be unlearned later. As Froebel says, "Truth is harmful never; error is harmful always."

2016. What incident gave the point of departure for the Boy and Moon?

Judging by the Commentary, Froebel had seen a child who thought he could reach the moon with a ladder.

2017. Have you known of any similar action on the part of a young child?

A year ago I saw the full moon rise above a New Hampshire lake; I called the attention of a two-year-old boy to it and he instantly started down the beach towards it, calling out: "See moon; Harold get moon for mamma!" It was evident that to his interested gaze the moon was only a few yards away and could easily be picked up.

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### THE SLEEPY TIME.

DAI.

WITH the night there comes bedtime for girls and for boys;

Mamma draws the curtains and puts by the toys.  
We've had such good times, now we thank God and pray  
To be kept safe all night, and awake well next day.  
We nestle in bed, then the clothes are tucked in,  
And perhaps mamma sings till our slumbers begin.

Earth and trees have their bedtime one part of the year;  
The fogs and short days tell them when it is near,  
For after Thanksgiving, when squirrels and bears,  
Toads, chipmunks, and dormice have all said their prayers,  
Good nurse snugly covers with leaves and with snow,  
And sings them a lullaby whilst the winds blow.

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### THE MOTHER'S INSPIRATION.

HAD I no little feet to guide  
Along life's toilsome way,  
My own more frequently might slide,  
More often go astray.

But when I meet my baby's eyes,  
At God's own bar I stand,  
And angels draw me toward the skies  
While baby holds my hand.

—*Selected.*



## CURRENT WORK—NEWS—REPORTS.

To a Texas Mother.—Your plea for help has been with me much since I read it last spring in the KINDERGARTEN MAGAZINE, and it has been a great problem how best to help you. My experience has been among quite different surroundings, but oftentimes with stubborn material. Our schools are very fine and we have the sympathy of most of the teachers, but we have not as yet public kindergartens in our town. That is the particular aim at present. A mothers' class has been in existence off and on for eight years. It has had the intense interest of a few and the passing interest of many. If your school power is all in the hands of the men you describe, why do you not combine the wives of these men and see how they stand in the matter of advanced educational methods? It is often easier to appeal to the women than the men, on the subject of children. It would seem that if you could interest two or three of the leaders of the town you might begin good work. Of course your very busy, overworked mothers will have to be reached in time, but some way must be planned whereby their children could be taken care of for say an hour or two a week, so as to give them the opportunity to meet and discuss the many questions. Do they consider the physical condition of their children when *out* of school? There are many good things written on the physical welfare of the child, and that is the easiest side for the average person to understand. Five or six talks on the plainest subjects, such as hours of rest, exercise, hours of eating, bathing, clothing, etc., would be an opening for more advanced work. Appoint a visiting committee of women and a man or two, if you can flatter them to that point, to inspect the condition and methods of the school life in the town. Have a written report of this made and given before as large an audience of both men and women as you can gather. Even a dozen will be a good beginning. Follow the criticism with a discussion for bettering the state of affairs. One other beside yourself, with your interest, ought to be prepared with suggestions and ways and means used elsewhere. You evidently keep in touch with literature on such subjects if you take the KINDERGARTEN MAGAZINE, and through the use of its pages I feel you can do much good. The "Gertrude" story is very ideal; don't expect to attain that at once. Even I, with a sympathetic husband, four children to practice with, a kindergarten in my own house, study classes for every week, and the advantages of Chicago near by, do not find life so smooth or unruffled. Our lives cannot be entirely our children's, even if we would. Our homes, our husbands, and society in the broadest sense are entitled to a part. This is a very progressive age, and when one is fairly launched we find we must live for something and that something flavors our life. Toward the educational I lean, and by means of it I try to solve my daily problems. It is with great interest that I look to see how you succeed, for succeed you must. Money is not always the thing needed; get the interest of one teacher enough to have her start some flower slips in her window at school, put a frieze of pasted scrap pictures about the room and a bunch of dried grasses in an artistic spray in the corner or on the table. Every little thing counts, and the children are the first to notice it. Are there no wide-awake teachers?

Through them you can obtain great results. What normal school provides you? What are its methods? All these things must be examined, and in the right examination much interest will be aroused. If I had your address I should like to send you some questions prepared by Dr. C. C. Van Liew, for parents to answer as an assistance to the teachers' work. We have sent them to the parents of every kindergarten and first-grade child in town, and will have a general meeting of teachers and parents in the near future to report on the results. It was the suggestion of one of the teachers, and we hope the parents will respond very generally. Let us know what the future brings forth, and do not look for results at once. The earnest interest of two or three will soon leaven a great number. One parent, one teacher, and one influential man should be a power that would make itself felt. With many hopes that my suggestions may prove practical—*A Coworker.*

**Just a Few.**—Did you ask if the children in the kindergarten were all alike? Why, no; as unlike as could be, yet all having that something about them that just made you love them. What were they like? Well, let me see; there was Caramelo our one little Italian, with eyes as black as night and who carried herself with the grace of a duchess; if a pin fell to the floor in the northeast corner of the room and Caramelo was in the southeast corner—why, before you knew it she was up and off and in the twinkling of an eye she was before you again with a sparkle in her eye and holding up the pin, saying, "Here, Miss C." When she first came she wanted to manage affairs herself, but after awhile she learned that she could still be happy even though some one else "held the reins." She would stand at her gate when I went to school in the morning, and her cheery "Good morning" was a beautiful thing to start the day with. She was surely a child of "sunny Italy." Then there was Tom, the child who never needed to sit down. He was happiest when doing an errand for me; or maybe he was a wee bit happier when he came in the morning, his hands full of beautiful flowers, that we might adorn our kindergarten; yes, then the light in his eyes was indeed beautiful. Poor little restless Tom! if you are not busy how miserable you are; but if those tiny hands are occupied, there are none happier than you. Yes, and I remember Arthur, the slender child. He was—oh, so frail—and poor! yes, and not only poor as to clothes, but poor because of the lack of mother love. How he used to take hold of my hand and pat it, and hold it for a long time! and it seemed that by that one little act he showed his love for me and I telegraphed mine to him. He seemed to hunger for some one's love, and having found it, basked in it and was happy. It is so hard to pick out a few and tell you about them—for I want to tell you about all; but I will tell you of just one more—little Dowd, the fat little roly-poly. How I love him—the most unselfish child I ever saw! When anything had to be given up, Dowd did not hesitate one minute before he said, "I'll give up, Miss C." And was it hard for him? No, a "give up" was never done in a more beautiful way; for smiles always attended it, and so it was indeed Christlike. Yes, these are only a few. Would that I could tell you more! for in each child there is the lovable side, and I am sure that if we seek for it we will find it. Experience is the best teacher, and it is from experience that I speak. Look for the bad in a person, and it is sure to be there in such great quantities! look for the good and you will be doubly surprised.—*M. Lina Culver.*

**From Kaukauna, Wis.**—We have organized a child-study class with twenty members at the start, quite a number of them fathers, and great interest is shown. Mrs. Lucretia Willard Treat came here and lec-

tured, her subject being, "The new kindergarten education in relation to the home, school, and church." She spoke in the M. E. church to quite a number of people, the school board, superintendent, and teachers being present. The following night, being Sunday, she spoke in the Congregational church upon "Spiritual motherhood," to a filled house. It is needless to say her talks were beautiful and everyone was delighted. She opened the eyes of the people to the responsibility of parenthood and the need of kindergartens for children; she also left the thought that everyone ought to be interested in children, or even "how dare we say we are not?" She is coming here this winter to deliver a series of lectures to the "child-study class." The kindergarten idea was new here and the board of education and most of the people were entirely ignorant of the kindergarten or its great truths. They were to build a \$28,000 public school building, but with no thought of a kindergarten; however, the principal of the school, who has worked with untiring efforts for the kindergarten, met with the board when they discussed the plans for a new school building. The board thought the city of Kaukauna was not ready for a kindergarten, but he succeeded in having two rooms fixed, with an arch between. Last winter the old school burned down, and when they bought new seats they decided to have chairs and tables in the primary room—cheaper, the board thought. So when we opened our new school this year we had rooms, chairs, and tables for a kindergarten, and it was then easy to persuade the board of education for the rest. So we have a kindergarten. While it is not ideal by any means, still it is a grand movement. We have fifty children for one kindergartner, but the board was very generous with supplies. We have no piano, but we must not expect too much where everything is so entirely new. The rooms are almost ideal, and some of the parents are much interested in the work.—*Grace Hallock.*

EDWARD G. HALLE, president of the Chicago Board of Education, makes a strong as well as eloquent address to the public in his annual printed report. "Modern pedagogy," he says, "has ceased to make the mere mastery of mathematical problems a prerequisite in the child, but seeks rather to make the school an auxiliary to the home, as well as to the workshop, the counting room, and the college, where the heart, the mind, and the hand can operate in concert." . . . "The correlation of our school work is proceeding in a manner designed to unite our teachers in closer sympathy, to round out the system. Having coöperated with the home in laying the foundation, and bringing the child to realize, with Benjamin Franklin, that 'truth, sincerity, and integrity in dealings between men are of the utmost importance to the felicity of life,' they must rear an unpretentious structure, yet make it grand enough in its design to leave its permanent impress upon mankind. What we are lacking in accommodations, we should make up in enthusiasm." . . . "I am satisfied every member of the board will lend co-operation to anything that will promote the self-consciousness in the child that springs from the ability to do, makes labor a pleasure, and fixes the value of the work of others and the reciprocal relationships of life. In other words, I believe in the 'self-activity' of Froebel. Pleasure in labor insures against idleness. Sense of capability raises the estimate of the individual and intrrenches habits of concentration and perseverance. Something more than a perfunctory clerkship will not satisfy the ambitions of the child who has the ability to labor skilfully. Besides, the child whose after-life by good fortune is removed from the actual producers is made more valuable to society by the manual-training-school experience, because the powers of others are recognized; he

appreciates the value of labor's products, as well as those to whose handiwork he is indebted for his luxuries."

BOOKER T. WASHINGTON writes from the Tuskegee Normal and Industrial Institute, Alabama: "We are very anxious to have your magazine upon our reading-room table, so that our students can get acquainted with it; but I am sorry to say that we are not able to pay for it, as we depend almost wholly upon charity. But I feel that the fact of our students getting acquainted with your magazine would in some way pay you in the future." Gladly do we forward the KINDERGARTEN MAGAZINE each month to Tuskegee. Would that we might give that school where social reconstruction is being cradled, the one department lacking to make its maternal mission complete—viz, a kindergarten normal department, which might send out young men and women ready to socialize every humble schoolhouse of the South, and plant the ideals of family, home, and interdependent society; for these things are the subject-matter of the kindergarten training. Every man of the thousands who have listened to Booker T. Washington's humanitarian appeals must say Amen to his plans of race reconstruction. Booker Washington is the negro Pestalozzi, whose hands keep time with his heart and prayers. There is no more interesting movement in modern history than this visible evolution through right education, and no more thrilling chapter than that of the emerging of the black man, as it is going on before our very eyes. Which would you rather construct—an institution or a culture epoch? Which would you rather contribute to—the building of a monument or the sustaining of a living movement?

THE Woman's Board of the Bureau of Education of the Trans-Mississippi and International Exposition, to be held at Omaha, Neb., in 1898, proposes to erect a building upon the grounds, to be known as "the Girls' and Boys' Building." It will contain a hall with a balcony, a mothers' room, a girls' room, a boys' room, and a model nursery. It will also have a restaurant, a roof garden, and a crèche. The hall will be devoted to the free use of the children, and will be the center for such entertainments as may be provided for them, and a place where they may entertain their friends. To secure this building with its furnishings and accessories the Woman's Board must have the coöperation of all the girls and boys of the West. Shares will be five cents each, and every child is asked to take at least one share. Individuals or schools taking twenty or more shares will receive a handsome certificate giving a picture of the building; while individuals, schools, or counties subscribing for two hundred shares will have mention on the Roll of Honor which will be placed in the building. It is hoped that the subscription may be sufficient to cover pictures and other decorations. Should this be the case the pictures selected will be such as are attractive to young people, and at the close of the exposition they will be awarded to the schools making the largest contributions in proportion to enrollment, one-half being given to rural schools and the remainder to other schools.

**Corrected Report from Providence, R. I.**—I observe in the Current Work of the November KINDERGARTEN MAGAZINE a paragraph relating to Providence which I wish to correct. It states that the city government have recently made an appropriation of \$650 for the maintenance of the first public kindergarten by the taxpayers of Providence. That statement and all others in the paragraph are incorrect. The first kindergarten established in Providence by the school committee in connection with the public school system was opened in the

Smith St. school in December, 1886. This kindergarten had previously belonged to and was supported by the Free Kindergarten Association and was adopted by the school committee at the request of the association. Since that time other kindergartens have been adopted by the school committee, and other new ones opened independently until we now have connected with the public schools fourteen kindergartens. Of these fourteen six have been accepted from the Free Kindergarten Association, and eight have been opened by the school committee. The expense of maintaining these kindergartens during the school year ending in June last was \$13,875.13. During that year we maintained twelve kindergartens. The other two were opened in September last.—*Ella M. Pierce, Supervisor Grammar and Primary Schools.*

**The Kindergarten Needed in Social Games.**—Can some one suggest a book containing games suitable for children beyond the kindergarten age—say from ten to thirteen years old? games (not card, but active, games) such as would be likely to emphasize *unity*, rather than individualism or the bean idea, as so many of our school-yard and social games do, which I think have a tendency to demoralize rather than elevate. The purpose is for use in social gatherings of children who meet periodically for missionary studies and instruction in connection with the church, to give them a season of enjoyment now and then aside from their regular meetings, thus giving them the advantage of mingling together socially, and also to draw out if possible that which is best and unselfish in their natures; for they have not had the privilege of kindergarten training. Some have not the best social advantages in their own homes, or on the other hand are made the center of attraction in their homes and apt to be self-conscious. If along the social line this can be corrected and the children made to regard those around them as having equal rights with themselves, the object of the missionary instruction may in time be more fully realized; and it will also bring the instructors into closer relationship with the children they endeavor to teach, and give them an insight into their characters.—*L. E. Cox.*

**Another German Kindergarten.**—The inquiry in the October KINDERGARTEN MAGAZINE for a kindergarten in the United States where the exercises are conducted in French or German for the purpose of teaching those languages, brings the following from Los Angeles, Cal.: "I have tried this experiment in my private kindergarten and I was very much pleased to see how readily the English-speaking children took to the German songs and games. I had a few German children in a class of about twenty; the ages were between four and eight years, and it was a surprise to see and hear them sing together. I gave the words first very distinctly and they soon learned them. Having had my training in Germany, I liked to introduce some of the games from Froebel, and they played them with German words after a few days. My experience has been that the younger you teach a child a foreign language the better he will pronounce, of course starting by showing him the object and then naming it. I have taught in a graded school in Texas, French and German, the children between the ages of eight and sixteen years, and the younger ones learned faster and pronounced better. Hoping my experience will induce another kindergartner to try the same experiment—*Augusta Flentjen.*"

**Important Meeting.**—The kindergarten department of the coming session of the Wisconsin Teachers' Association bids fair to be of great interest. The subjects to be discussed are of a purely practical nature. Kindergartners from all over the state have announced their intention

of attending, and some of the ablest workers are on the program. Wisconsin is not young in its attention to or appreciation of the work of the kindergarten. Milwaukee, Superior, Menomonie, Racine, Sheboygan, Oshkosh, and many other cities and towns have long had the kindergarten as an integral part of their public school systems. The program for the 1897 meeting, to be held in Milwaukee from December 27 to 30, is as follows: The Kindergarten and Primary Relationship: *a*, What should the kindergarten child know on entering the grades? *b*, What shall the discipline of the public kindergarten be? *c*, How can we more closely connect the kindergarten and primary, and avoid transition work? Ethical and Moral Development through Nature Work: *a*, What constitutes a kindergarten materialist? *b*, The fall program; *c*, More definite effort in manual work. New Lights that are being Thrown upon the Froebellian Method: *a*, Art in the kindergarten; *b*, Enlargement of material, and other changes; *c*, Higher standards for training schools. Chairman of kindergarten department, Mary H. Barker, Superior, Wis.

LAST spring Miss Van Tyne, of the Oberlin training school, opened a kindergarten at Medina, Ohio, with fifty-four children enrolled and three assistants. She says concerning her work: "As one room was not large enough to accommodate them all at one time, we had those who were four years old in the morning, and those who were five and six came in the afternoon. We took up nature work principally, and the children entered into it heartily. The primary teachers took a great deal of interest in our work, and once a week we met to make use of the material as we do in kindergarten. The blackboard drawing they especially liked, and their drawing teacher in the public schools has adopted our method to quite an extent. The principal of the primary school was instrumental in opening the kindergarten, and she tells me that she notices quite a difference between the class of about a dozen little folks which we sent her this fall, and the previous entering classes. Members of the school board are in sympathy with us. They gave us fifty dollars toward our material last spring, and think in one or two years the kindergarten will be put into the public school."

THAT there is nothing new under the sun is brought startlingly to mind by the chapter in the last report of the Commissioner of Education by Prof. Naphtali Herz Imber. It is devoted to the translation of an ancient Hebrew text-book which was written for the public schools by the great educator Rabbi Akibah, who lived two thousand years ago, and it tells many interesting things about the quaint system by which the little children of those days learned their *a, b, c*'s. There was little enough of the mechanical in this ancient method, and scorn enough of the mere verbal memory system to satisfy the most faddish of the supporters of the new theories of primary school teaching. In studying the letters the child went through a course of religious instruction; any tendency to spiritual mysticism was encouraged, natural history was not neglected, even anatomy had its place. The young child was never taught that to be seen and not heard was its sphere, and the "why" of childhood was not something to be stamped out.

SUPERVISORS of public school kindergartens are looking about them each year for the best place to spend their annual leave of absence. It is good for their work that they refresh themselves by entering heartily into the work of some other kindergarten center. Frequent inquiries have been made of the editor as to where such time could be most profitably spent, and we recommend such training schools as provide

postgraduate or supplementary study. We would especially mention the provision for such study made by the Chicago Kindergarten Institute, which reports having had fourteen training schools represented at one time in its special supplementary class. Such classes are small in number, but the benefit of discussions and exchange of experiences must be of great professional value. It is sometimes well for a supervisor to spend her two weeks' vacation in studying one particular branch—music being always in order. The progressive spirit is like the natural fountain, never exhausted and never run dry.

MISS FANNY FRANKS, of London, has spent three years in hard work preparing the abridgment and translation of Hanschmann's Froebel for the press, "in the hope of benefiting English kindergarten students." She has succeeded, and we heartily recommend the volume to every American kindergartner. Miss Franks writes as follows to the editor of the *KINDERGARTEN MAGAZINE*, who took occasion to express her great pleasure in this new book: "What a generous-hearted race you Americans are! Your hearty words have cheered and inspired me to new effort. The book cost me three years of hard work. It has been so difficult for kindergartners to see how the idea grew and developed in Froebel's mind. We needed a complete history of the man. His life forms such a wonderful unity when you trace it right through, and see how faithful he is to his best self." Miss Franks' enthusiasm and practical devotion is doing much for the cause in England.

THE St. Louis Froebel Society held its annual business meeting September 25. The following officers and program committee were elected for the year: president, Miss Mary C. McCulloch; vice president, Miss Sallie A. Shawk; recording secretary, Miss Ida M. Richeson; corresponding secretary, Mrs. Nellie L. Paterson; treasurer, Miss Nellie Flynn; program committee, Miss Sallie A. Shawk, chairman; Miss Annie E. Harbaugh, Miss Ella Lyon, Miss Sue E. Reinhard, Mrs. Agnes Ketchum. The October meeting was addressed by Mrs. R. M. Lockwood, her subject being "Morning talks for little children." A number of delightful talks on nature were given, each connected with a mythological story, followed by an exhibit of fine pictures and specimens. Questions were freely asked by the members and answered by the speaker. Prof. F. Louis Soldan, superintendent of the St. Louis public schools, will address the next meeting.

THE children water carriers, shown in the cut accompanying the story by Miss Bishop, belong to the Indian tribe of Utes. A special effort has been made to secure definite information concerning the Utes, and considering the great tract of land which is occupied by the Ute Indian tribes, the amount of information recorded of them is remarkably small. Very little is told of their special customs and appearance. The name Pi-Ute, or Payute, means River Utah. The people are called Utes, or Utahs. The language is a sonorous vocalic dialect spoken in Nevada, Arizona, and California. The territory which these people occupy extends from Wyoming through the western part of Utah, through Arizona, and into New Mexico. They are also in California. The writer of the story in this number has been a teacher in the Carlyle Indian school.

**L. K. U. Program.**—Friday morning, February 18—roll-call of delegates; reports from the branches represented; reports of committees on literature and stories; secretary's report; treasurer's report. Friday afternoon—report of committee on training, by Mrs. Putnam; papers by

Miss Fisher and Mr. Cliff, of Philadelphia Normal school. Friday evening—public session; Dr. Nicholas Murray Butler on "The Meaning of Infancy and Education"; and Dr. Lyman Abbott. Saturday morning—business meeting; election of officers; only delegates will vote, and members of committees and officers to all branches are urged to send delegates; report of committee on music, Miss Mari R. Hofer and Mr. D. Batchellor. Saturday afternoon—social, reception at the university. Saturday evening—general session; addresses by Dr. Witmer, Miss Blow, and Mr. Hughes.

Do the mothers of restless little children, who must stay in the home through cold days, know the possibilities of a handful of soaked peas, a box of toothpicks, and a lump of tough clay? Kindergarten teachers make use of such articles, and I have known little ones who cared more for these simple things than for their expensive toys. Soak the peas until they are soft, and stick the toothpicks in to form all sorts of shapes—skeleton houses, geometrical forms, wheels, etc. From the clay, household implements may be made, shovels and hoes, pans and cups and teakettles, even dolls. If the clay has a very little glycerine in the water in which it is mixed, it will remain moist, and may be used dozens of times without losing its charm; for where is the child who does not love to make mud pies?—*Exchange*.

THE Kindergarten Union of Buffalo held the regular monthly meeting November 13, in the kindergarten of school No. 1. The "lesson" was on the play of numbering the fingers, from Miss Blow's Questions in the KINDERGARTEN MAGAZINE. The question exercises are to be continued at future meetings. A literary study of Emerson is to be entered on. The annual election of officers took place and resulted in the reelection of the old officers: president, Mrs. M. J. B. Wylie; vice president, Miss Ella C. Elder; secretary and treasurer, Miss Cornelia C. Selkirk. A pleasing feature of the meeting was the presence of Miss Sanford and Miss Rock, of Niagara Falls public school kindergartens. These ladies have become members of the Buffalo union, and were cordially welcomed.

**Out of Print and Rare.**—Why are public libraries willing to pay a large price for bound volumes of the KINDERGARTEN MAGAZINE? Because every number has a historic value; because this is the only record of the kindergarten movement; because it is the official publication of the national kindergarten department and the International Kindergarten Union; because only a limited number more than are subscribed for, are printed each month. Volumes I, II, and III are out of print. Only three copies of Vol. IV are in the market, at \$7.50 each, bound. No discount. Vol. V, VI, VII are \$5 each, and are nearly exhausted. Vol. VIII and IX, containing the series of Miss Blow's study Questions and Answers, are \$4 and are being ordered continually.

**Model Primary School.**—In Madison, Wis., there is a model primary school conducted by Miss Elizabeth R. Wylie. Miss Wylie has rented a large square brick house on one of the nice residence streets of Wisconsin's picturesque capital city and has had it fitted up as attractively as possible for school purposes. The entire lower floor is given up to the kindergarten, three large sunny rooms with growing plants, pictures, and blackboards, presided over by uniformed kindergartners. The uniforms of dark blue gingham dress with white kerchiefs and white aprons are not only becoming, but hygienic. Upstairs is a primary school covering five grades, but the kindergarten is the feature of this school.



THE regular monthly meeting of the Philadelphia Society of Froebel Kindergartners was held in the auditorium of the School of Industrial Art, Broad and Pine Sts., Saturday afternoon, October 9, 1897. The reports of the secretary and treasurer were read, and an address of welcome by the president, Mrs. Van Kirk, also an interesting letter from the former secretary, Miss M. Gay. Miss Frances E. Boise spoke very interestingly on the subject, "Physical Expression." The following persons were made honorary members of the society: Dr. Martin G. Brumbaugh, of the University of Pennsylvania; Mr. Chalfont Bivins, of the Pennsylvania Institute for the Blind; Rev. Mr. Kittashema, of Japan; Mrs. John Stevens Durham, of San Domingo.—*Agnes M. Fox, Sec'y pro tem.*

FRAÜLEIN NELLIE KOCH and Herr Fritz Koch have opened a German kindergarten in Minneapolis, with apparently remarkable success. Twenty-five pupils, all children of American parents from the best of society, were enrolled during the first month. The children acquire their German through an ingenious system of story and song, thus gaining knowledge of a language in addition to their kindergarten training. That this is the most natural way to learn a language has been, through careful observation, sufficiently corroborated. The additional effort demanded of the child is so infinitely small and so completely outweighed by the joy he experiences, that the language kindergarten promises to be something more than merely a fad of the times.

A SUBSCRIBER sends inquiry for a German song book with Froebel's and other kindergarten songs, and a book of simple German poems for small children, to be used in the combining of German lessons with the beginning of primary work. The list appended may help answer a similar question from other primary teachers: "Funzig Kinder und Jungendlieder," Hoffmann von Tallersleben; "Herausgegeben," von August Reisen, verlog von Wilhelm Nitzschke; "Jugend Album für gesang," Franz Abt; "70 Kinderlieder," von W. Tschirch edition Stengreber; "Kinderlieder," von Karl Reinecke.

HARRIETT LINCOLN COOLIDGE makes the following interesting statement in her kindergarten department of *Trained Motherhood*: "Many people think that little children do not love to go to church, and sometimes they do not; but I have always found that it was not the fault of the child, but the parent or friend who had the care of the little one." Would that an Earl Barnes would arise and make a test of some twenty thousand children and give us the benefit of broad data on this point!

CHRISTMAS books and pictures to help you in your work should be ordered early. See announcements of four new books in this issue. Your progress is parallel to the growth of your library. If you cannot buy now, make a list of what you would like to buy, and correspond for discount prices. The December KINDERGARTEN MAGAZINE is the busy kindergartner's Christmas show window. Examine it carefully.

**A Good Record.**—Miss Crandon, a kindergartner of Wilkesbarre, Pa., has made 467 visits to the homes of children during the past ten school months, and her coworker, Miss Coffin, made 383 visits in the same length of time. The Wilkesbarre Association considers the visiting of homes one of the most important features of the work. Mrs. Leavenworth is the able president of the association.

THE Southern Educational Association, which is the second largest teachers' organization in our country, was to hold its annual meeting at

New Orleans, La., December 28, 29, 30, but the quarantine has necessitated the canceling of the date. A kindergarten department has recently been organized, and intended to render its first independent program during the meeting.

DAYTON, OHIO, has ten kindergartens in connection with the city schools, with mothers' study circles once a month at each kindergarten. The attendance has been good and the response from the mothers shows a great deal of interest. Union meetings of all the mothers' circles every three months are also to be organized.

MISS AURELIA BLOSS, supervisor of the kindergartens of Menomonie, Wis., gave a reception November 10 to the school board of Menomonie, the city teachers, the parents of the children attending kindergarten, and others interested in the kindergarten work of Menomonie.

CHICAGO kindergartners are experimenting with the interesting heresy of nature forms *versus* type forms. Give us the benefit of your discoveries. Nansen has not yet touched the north pole, but it is still safe to believe that the contour of the earth is spherical.

ACKNOWLEDGMENT: The editor of the KINDERGARTEN MAGAZINE acknowledges the greetings sent her by the Connecticut kindergartners as assembled in their annual state convention at Hartford in October.

MENOMINEE, MICH., has succeeded in forming a kindergarten association and expects soon to have a mothers' class for coöperation work. Mrs. Roberts is the director.

LINCOLN, NEB., kindergartners have organized themselves into a mutual improvement society, and are making plans to join the International Kindergarten Union.

It is by special request that we publish in this number a familiar old English Christmas carol. Its good cheer and singableness make it a universal favorite.

STUDENTS of Miss Wheelock's senior training class contribute answers to Miss Blow's Mother-play Questions, to be published in the January issue.

THERE are thirty-two evening schools in session in Chicago every week-day evening but Saturday, from 7:30 to 9:30; seven are high schools.

CEDAR RAPIDS, IOWA, has one kindergarten. It is a part of the private school conducted by Mrs. Alice G. Kirk, and enrolls thirty pupils.

COMANCHE, TEX., has a kindergarten and mothers' club, both of which are actively expanding. Miss Eula Fry is in charge of the work.

**Cheap Chairs.**—Thirty-four kindergarten chairs, second hand, good condition, for sale cheap. Address Kindergarten Literature Company.

MRS. L. W. TREAT spoke at Oskaloosa, Iowa, during October, under the auspices of the local kindergartners and the child-study club.

A SUBSCRIBER asks for kindergarten songs suitable for Sunday-school use. Who can tell her of the book she is looking for?

KITCHEN-GARDEN lessons are conducted regularly in one of the Chicago public schools.

THE first kindergarten at East Liverpool, Ohio, was opened this fall.



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Vol. 10

JANUARY 1898

No. 5

## KINDERGARTEN MAGAZINE



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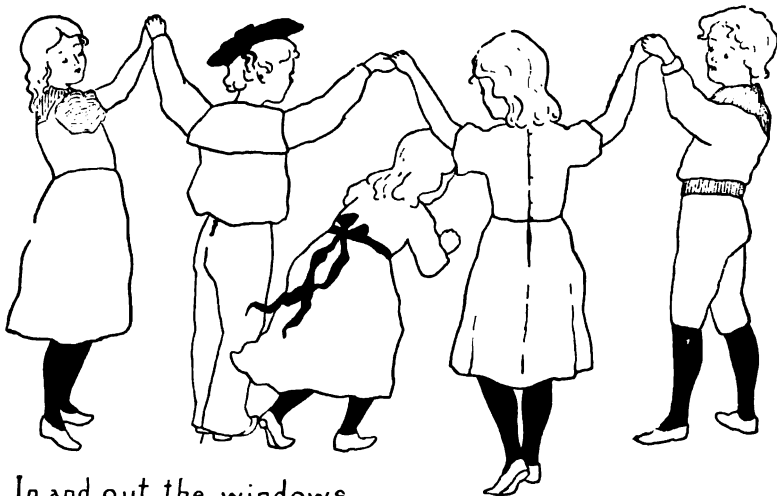
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# KINDERGARTEN MAGAZINE

*Vol. X.—JANUARY, 1898.—No. 5.*

## A KINDERGARTEN RETROSPECT.

ELLEN LEE WYMAN.

“**A**FTER the Kindergarten—What?” is one of the big bare-faced questions that calls for attention. There is no greater “What” confronting at the present time the kindergarten and primary teachers and through them all child educators.

This “What” is a rift, a break in the beautiful system, across which the interested teachers are looking with anxious, eager faces. The gap is not so wide, nor is it filled by any such rushing stream as to bar the way; stepping-stones have been laid that serve in crossing, chains have been thrown over whose links serve to connect, but there is as yet no well-built, unequivocal, uniform connection established. Perhaps one difficulty is that both sides are too well assured that they have nothing to yield in the matter, each feels so well established in its own opinion that it questions not but that the extension, the yielding, the adapting should be made entirely by the other.

In attempting the consideration of this question, let us turn it about and look at “*Before the Kindergarten—What?*”

In those early days of the kindergarten in this country the lines were not quite so closely drawn, and may it not be possible that some of the natural methods of the natural teachers may prove suggestive?

Peering through a vista of thirty-five years is seen the first kindergarten in Chicago, a model in its time. The patroness was one of the foremost of Chicago’s foremothers whose bright face and example are still prominent in many

good works. A woman whose husband and children rise up to call her blessed, and the blessing is repeated and emphasized by her grandchildren and a large *outer* circle of grown-up children who have felt her influence. A woman who having studied into the wants of her own children appreciates the same in other children, and desires to extend advantages to as many as possible.

With this broad view she built an ideal school-house in the immediate neighborhood of her own beautiful home. Here were assembled twenty-five children of her own selection from among friends. In charge was placed a teacher of rare ability to adopt and adapt the "new methods". A fine young German woman, true-spirited, who with the heart, though not the elaborate technical training of the kindergartners of these "advanced methods" days wrought well with the beautiful materials given to her hand.

Every advantage of outfit and environment were afforded her.

With the kindergarten work was combined primary work—little simple lessons, almost entirely oral, in reading, spelling, sounds, signs, numbers, elementary geography, natural history and physiology. And there was the German running all through—in the games, exercises, songs, conversation and in systematic lessons. It is wonderful how easily and rapidly little children learn a language. They simply accept and absorb it. There is no stumbling, tripping and falling over pronunciation; no fumbling, comparing and analyzing of forms. With "the faith of a child" they acquire it. They learn by dictation to repeat a simple German verse almost as quickly as one in English, they catch its spirit and understand it too. With sweet graciousness they learn to express greetings, and make known their various little wants with the oft-repeated "Bitte, geben Sie mir."

Try it, some of you German-lovers, try to teach a little child the irresistible lullaby:

"Schlaff, Kindchen, schlaff;  
Dein Vater hütet die Schaff,—"

Or take the little one in your lap, and holding his attention with your eyes looking into his, repeat over and over,

"Ich liebe dich, ich habe dich so gern,  
Ich trage dich in meinem Augensterne!  
Du liebst mich auch, du hast mich auch so gern,  
Ich sehe dich in deinem Augensterne!"

and note how much more quickly he will learn it and comprehend it than a grown person will.

Of the early pupils in this model school can be named a score of successful happy men and women in Chicago business and homes who then and there acquired taste and ability to continue the study of German all through their lives, and who laid the firm foundation of their whole education.

While it is probably not wise to make the study of a foreign language a part of the course of the public school system, it is certainly an advantage to be conferred upon children under special instruction.

One of the pupils of this first kindergarten felt it her privilege to follow in its lead so far as possible in starting a similar school in one of the suburbs of Chicago after the great fire. It was an English and German school and kindergarten.

With the kindergarten spirit she also combined primary work with the occupations by using blackboards, charts, slates and symbols, weaving the German through all with the same beautiful results she had seen accomplished by her teacher. She worked the reading lessons out in a way of her own—words were learned by sight, were read, printed and translated. The copying of words was vivified by a most picturesque acquaintance with the letters forming them. For instance the word C A T was learned as a whole and a delightful intimacy with all the attributes of the cat was cultivated both in English and German. Then a great interest was felt in printing the C like a round O with its mouth open; the A like a tent-door, the T like a boy with outstretched arms, and hands hanging down. D O G was made up of D a man with a great long pack on his back

coming way down to the sidewalk; big round rolling O, and G like O with its mouth open and a big lip. H was two men shaking hands; L was a man sitting down; and so on and on till any letter was quickly recalled and recorded by suggestive association, and the whole alphabet was a memory picture-book. The child learned to read simple sentences at sight, and to write the same by dictation without ever realizing he had been learning anything difficult. Counting and number work was imposed in a similar manner.

This same teacher by a happy train of circumstances met many of these early pupils later in their education in high school classes and noted with great satisfaction traces of the first training in their progress.

All this in the line of suggestion only. The field is broad and fertile. What is really being done at present in the matter of "Connecting work" shall be the subject of a future review.

---

### SNOW SONG.\*

GRACE PINKHAM.

O, LOOK! What does the winter bring?  
Look! Look! What does the winter bring?  
O, look, what does the winter bring,  
Over the earth brown and bare?  
A snowstorm to cover the flowers that are sleeping,  
For fear, in the cold, little buds may be peeping,  
For fear, in the frozen ground, rootlets be creeping.  
A snowstorm is filling the air.  
Soft, white snowflakes are falling down,  
White, white snowflakes are falling down,  
Soft, white snowflakes are falling down  
Over our gowns and our hair.  
A thousand fair stars, on our coat sleeves descending,  
Crystals of frost work, now meeting and blending,  
Wonderful pictures, in forms never ending,  
The snowstorm has brought in the air.

---

\*Air, old tune, What can the matter be.

## ALLENDALE—A SOCIAL EXPERIMENT WITH CHICAGO BOYS.

MAY HENRIETTA HORTON.

**T**HE idea of government to the average street boy is largely despotic. It may be a vision of "cop-per" bound law, which means sly dodging of big star-badged spies to avoid police station privileges. More probably it is typified by the tyrannical dictation of incompetent parental authority, which he hastens to outgrow and defy, and then straightway imitates and brings into practice on whatever may fall under his power with the same intolerance that all historical rebels have broken away from monarchical authority and in a new atmosphere have set up a small autocracy of their own. Merely a difference of opinion as to whose is the right to rule, and the law of survival of the fittest applied to matters of opinion.

With the decadence of ruling classes, however, and the gradual elevation and education of the lower strata of population, republicanism grows and self-government becomes not only national but a personal issue which reaches at last the family, the governmental unit, and touches the individual in its primal relations. The kindergarten is an exponent of this republican leaven at work at the root of things, and the mission clubs for boys and girls is another. The young individual is reached and instructed in ideas of self-government and self-control, the surest foundation for good government and law-abiding citizens. The street boy is in most need of a liberal education on this point, for often self-government is early thrust upon him, and he acquires a theory for his line of life quite his own and far from altruistic.

Much has been told and written within the last few years about the George Junior Republic at Freeville, N. Y. The successful experiment of that young republic has made it a

working model for many similar experiments, not so widely known nor so well developed, but helping to work out the same social theory and accomplishing good in relative proportion to advantages and resources. An energetic young man in his work with street boys in clubs connected with a prominent Chicago church has adopted this social theory, and is undertaking to do on a much smaller scale for the boys of the western city what Mr. George has done for the boys of New York. Mr. Bradley's desire to do more for the boys in whom he became most interested led him to found Allendale, where the entire atmosphere might be helpful to working out his theories, instead of the few hours weekly afforded by the clubs with the thorough antidote of home and street influence.

Allendale is not a republic. It is a municipality, but intended to be conducted on the same principle of self-government and self-support as other boy communities. Mr. Bradley, who is mayor and promoter of the small city, has succeeded in securing a farm on Cedar Lake about forty miles north of Chicago, near the Wisconsin Central line, in the picturesque lake region of Lake County. The cottages are on a wooded point of land jutting into the lake, and no more beautiful location could be desired. To this cheerful, healthful atmosphere of thrifty self-support and idyllic beauty Mr. Bradley transplants the needy and neglected boys from his mission clubs. Like all communities this must begin on a small scale and grow, and there is as yet but one bank in Allendale, while the Auditorium and the Palmer House, in imitation of the famous hotels of Chicago, furnish sufficient accommodation for the population. During the summer, however, a tent annex was in charge of an enterprising boy named "Chick" and was dubbed the "Chicken House," being reserved for those boys who had not fulfilled the requirements of higher civilization demanded at the Palmer House and the Auditorium.

During the warm weather the boys have had all the advantages of their water surroundings in boating and bathing. Mr. Bradley being an expert swimmer has taken great pains

to teach the boys to dive and swim as well as to handle the boats.

A source of revenue was derived last summer through renting of cottages to people in search of a quiet, restful vacation spot and willing to accommodate themselves to the community life. They lived in the Allendale cottages and rented the Allendale boats, and perhaps employed the boys as oarsmen. They boarded at the Auditorium or Palmer House and attended services at the little chapel.

The religious life of the community is one of its most pleasing features. Mr. Bradley is an Episcopalian, and his first thought for the self-supporting community was a chapel which the boys themselves should build. A spot of ground suitable for the location of the building was selected and dedicated as a place of worship with the setting of the very first stone. Stones were brought by the boys and placed side by side to mark the dimensions of the chapel. A stone pile at one end surmounted by a flat platform and a little wooden cross constituted the altar, and with pretty purpose a sweet pea vine was planted to twine its aspiring arms about the little cross and open its fresh blossoms above this primitive altar to nature's God. A reading desk was likewise based with a stone pile. And here in the open air, a few benches filling the enclosure, Mr. Bradley led the boys in the Episcopal service, impressive in its simplicity and environment and inspiring in the devout and responsive attitude of the boy congregation. The mid-day service which I attended one August Sunday was interrupted by a brief shower, but the devotional element was not dampened, the exit was decorous though hasty. That is the one drawback to this form of worship in imitation of God's first temples in the groves; it is very dependent upon the weather, and one imagines that now in mid-winter the little chapel by the lake must present a forlorn appearance indeed.

Some kind friends have sent clothing to Allendale, and the boys have purchased it with their hard earned bills current at the Bank of Allendale. One boy earned good wages as cook at the Auditorium, and "Chick" bade fair to become a

capitalist had not the cold weather closed out his well patronized tent hotel. Mr. Bradley keeps but seven boys during the winter, and they have been most industriously



THE BANK AND "CHICKEN HOUSE."

preparing their little city for the cold weather. For the cottages were of the camp-meeting summer variety and required considerable banking and boarding to render them habitable for cold weather.

The mayor of this municipality is not autocratic, although he is of necessity somewhat of an autocrat. The boys call him "captain" and obey his word and refer all matters to him, but he endeavors to inculcate in them the spirit of self-control. At one time Mr. Bradley interfered in a quarrel between two boys and was arrested by the reigning star-leaguer for interference in the rights of citizens. Whereupon His Honor the Mayor took the stand and expounded to the boys moral rights and civil rights, the right of interference in cases of lawlessness, and the forfeiture of independent rights through violation of law.



A friend of the boys at Allendale has offered a place in his law office to a boy whom Mr. Bradley shall select. And with the hope that other friends may be found to open similar careers Mr. Bradley sees a future for his boys that makes his experiment well worth working hard for.

The farm is partly paid for and Mr. Bradley is cudgeling his fertile brain to contrive some manner of industry which will coin pennies for the boys to pay for the investment. If cracker-jack had only to be invented or some like simple thing which could catch the public as a fad and yet be simple enough to be made, patented and controlled by the boys, they might build up a thriving industry which would render Allendale easily self-supporting. But as yet Mr. Bradley has not hit upon the happy scheme which will prove the boon to Allendale, and it is still dependent largely upon its friends for a continuation of its usefulness. However, Mr. Bradley is a faithful worker with an earnest purpose and high ideals, and the manly spirit he has impressed upon the



THE CHAPEL.

handful of street boys at Allendale by his daily life is worth the experiment if it never grows to the success and distinction of its famous progenitor, the George Junior Republic.

---

### LIFE'S MIRROR.

THERE are loyal hearts, there are spirits brave,  
There are souls that are pure and true!  
Then give to the world the best you have  
And the best will come back to you.

Give Love, and love to your life will flow,  
A strength in your utmost need;  
Have faith, and a score of hearts will show  
Their faith in your word and deed.

Give truth, and your gifts will be paid in kind,  
And honor will honor meet,  
And a smile that is sweet will surely find  
A smile that is just as sweet!

Give pity and sorrow to those who mourn;  
You will gather, in flowers again,  
The scattered seeds from your thought outborne,  
Though the sowing seemed but vain.

For life is the mirror of king and slave,  
'Tis just what we are, and do.  
Then give to the world the best you have,  
And the best will come back to you.

—*Madeline S. Bridges.*

---

BUT my thoughts do not ripen well till after there has been a frost. The burrs will not open much before that.  
—*John Burroughs.*

## DULUTH, THE AMPHITHEATRE CITY.

AMALIE HOFER.

**A**N express train of the Chicago and Northwestern Railway was speeding on through northern Minnesota, on a recent December morning. Approaching Lake Superior we crossed great stretches of storm-tumbled pine woods, broken by ponds and streams, well frozen and snow frosted.

Besides the usual traveling public there was an interesting family group of a mother and two little folks. In that steady hum of the moving train the boy confided to the solemn porter that his sled was sent on ahead, because he knew there would be sliding in Duluth. The baby girl was chatting with the mother, and I heard her "rippling, purling" voice above the onward, pushing noises of the express train, and the word "kindergarten" every now and then played its part in the conversation.

Passing the three cities of Old Superior, East Superior, and West Superior, we rounded the western tip of the great lake, and landed in Duluth, the amphitheatre city of the northwest. Dauntless tugs were furrowing their way through the gathering ice of the lake, bringing the whalebacks into winter quarters, or taking them out into the deep water with a belated eastbound cargo. Duluth is the home of that modern leviathan, the Whaleback. The Christopher Columbus, which figured so conspicuously on Lake Michigan during the Columbian Exposition, was grown and launched in the Duluth shipyards. There are now some twelve of these sea monsters plowing the waters of the great lakes.

As you look up the avenues of Duluth you see the incidents of city street life, terrace upon terrace. Little children are sliding and playing on one landing, electric cars crossing another, bustling business people hurrying back and

forth on another. To one accustomed to the even level of Chicago streets, where the nearest building shuts out all beyond, it is a never ceasing attraction. In Duluth every house has a view of the lake, and it is quite proper when entering even the house of a stranger, to go at once to the windows and note the view.

On leaving the handsome new station of the Chicago and Northwestern railroad, we looked up the steep incline to the rocky hilltop. A comfortable home was perched quite out of reach. We remarked, "Some one wanted an exceptionally inclusive view of the lake and the city." We were answered, "That house was built up there by the father of two sons, for whom difficult climbing and distance from the city were considered advisable."

During the annual freezing process, the lake sends up a vapor which rests like a gray cloud ten miles deep over the water. The city of Duluth fronts the lake, facing due east, and as the sun rises from behind that vapor cloud it is transformed into gigantic banks of color, and gradually resolves itself into streamers and strata of rose tinted yellows and golden greys. In another moment the full disk of the sun emerges and stands over and above the gray hanging vapor. Every child, every workingman, every business man in Duluth may enjoy such nature displays daily. The peninsula which curves from Duluth to Superior forming what is known as the "Point," is the summer garden and camping ground for these cities. Hundreds of families live here each summer, among the pines and between the waters. But the geography of this northwest city is not the only point of attraction. The warmhearted people, with their earnest ideals for the success of the city, lend a fair accompaniment to nature's large-handedness. You may read the heart of a city in its home life, but the public school life is the arterial blood of the social body. Duluth honors it as such.

The buildings which Duluth has provided for the learning boys and girls are on a par with the best in the world. They are handsome, modern in equipment, ample to receive

the increasing population as the years move forward. There are fifteen public kindergartens in the city, which are the just pride of the best citizens, including Superintendent Denfeld, who approves, not because he must, as is the case with many city school superintendents, but because his heart dictates. The supervisor of the kindergarten is Miss Mary S. Clark, who has rendered ten years' service to the good cause.

Miss Clark began her study of the kindergarten with Dr. and Mrs. Hailmann, and has steadily pursued every progressive development that has come to the movement. While conducting a private training class at St. Paul for several years, Miss Clark made a study of the public school adoption of the kindergarten, and now has the honor to supervise the public kindergarten of the only other Minnesota city so blessed.

In addition to supervising the work, Miss Clark conducts the training of a limited number of students in a two years' course of work. The city board of education issues diplomas to the successful graduates, who must pass the regular state teachers' examination as well as the special kindergarten examination, which is conducted by the city superintendent and the special supervisor. The directors of the kindergarten are paid a salary of \$50, the assistants \$30. The kindergartners are expected to give their afternoons to school work and interests, returning at 1:30 each day to the school buildings. The directors of the kindergartens meet Miss Clark once each week for the general discussion and preparation of the program.

The people of Duluth took a stand in favor of this underlying basis for their schools, when last year they retained the kindergartens in spite of hard times, low school funds and political opposition. The city newspapers never recorded a fiercer battle than that waged last spring between the citizens for and against the kindergartens. When a prominent lawyer came out boldly saying: "I know nothing about the subject and don't want to know," the women citizens took the matter into their mother-hands and rescued

the privilege of a free kindergarten system to their city. Two hundred and fifty mothers gathered at one meeting and pledged themselves to the work. The city has been described as twenty-five miles long, one mile high and one mile wide. Some notion of its great depth can be gained by such a patriotic stand as that which saved the public kindergartens.

In visiting the kindergartens I was impressed by the artistic effects in the rooms and on the walls, secured through the utilization of nature materials. The upper part of the blackboards of one room was bordered with autumn leaves arranged daintily on gray cards. Sprigs of ground pine were arranged on manilla papers, as seaweeds are sometimes mounted to show their various graceful and dainty sprays. These cards were placed together as a border. Again bunches of brown berries were placed in alternating groups at regular distances, on fresh green papers. An effective band of dull green or tan ingrain wallpaper, twelve or fifteen inches deep was stretched across the top of the blackboards, reducing the amount of black, and giving an opportunity to display the various handiwork of the children without mutilating the handsome walls.

The Central high school building stands on a magnificent terrace, and is one of the handsomest public school structures in the world. Three large and attractive basement rooms are given up to the kindergarten, one being reserved entirely for the playroom. Here are the headquarters of Miss Clark and the training class.

The kindergarten sentiment of Duluth is not confined by schoolhouse walls. It is taking root in the social and family life of the community. Mrs. William Bishop, well known among Chicago kindergartners as Miss Hannah Brown, has been a staunch supporter of all that touches this movement in Duluth. To prove her loyalty to the work, she has undertaken the private kindergarten, bringing it to her own home, and carrying on the mother's class in connection with it. Mrs. Bishop was a graduate from the Chicago Froebel Association in 1882, and is a woman of rare

power and conviction. Coming of Quaker ancestry she has a depth of integrity which gives poise to her measureless enthusiasm. She is energetic, bright-eyed, and full of socializing power,—a woman whose work becomes her religion, and who advises young women kindergartners to beware of marrying men who make light of their good cause, or who are indifferent to its fundamental purposes. This private kindergarten is virtually a part of the well-equipped Maynard school, conducted by Miss Jones, formerly of the University of Chicago. The school being overcrowded Mrs. Bishop opened her comfortable home, and there receives the fortunate little people every morning. A visit to this home-nest would reward any kindergartner who believes in the family, rather than the school, as the prototype of the kindergarten. The baby of the family is a distinct feature of the morning's work. His nap-time and waking-up time are points in the compass. His dainty dresses hang in a row in the little room which is well-nigh filled with the baby table, and remind the busy, bustling working youngsters of his presence in the next room. It gives me pleasure to express my gratitude here to the warm friends and loyal workers in this northern city, and wish them God-speed in the realizing of their sincere ideals.

---

STAR of the flowers and flower of the stars,  
And earth of the earth art thou!  
And darkness hath battles, and light hath wars,  
That pass in thy beautiful brow.  
The eye of the ground thus was planted by heaven,  
And the dust was new wed to the sun—  
And the monarch went forth, and the earth star was given  
That should back to the heaven star run.

So in all things it is; the *first* origin lives  
And *loves* his life out to his flock;  
And in dust, and in matter, and nature he gives  
The spirit's last spark to the rock.—*Selected.*

## BETTER THAN THE THEATER.

REPORTER.

"IT'S better than going to the theater." This verdict was pronounced by a workingman, who brought his five-year-old Pauline to the kindergarten Thanksgiving.

"It's my first visit, and it's a wonder how that child of mine sits still so long. She never rests a minute at home."

As they came in one by one, the children put up their wraps in the next room, and took places in a ring on the floor. The kindergartner in charge had three balls, a yellow, red, and a wooden ball, on the floor in front of her. A ball was taken away while one child shut his eyes. The missing one was soon named as the "apple-colored ball." When nearly all had been given a turn to guess, the play changed to that of hiding the ball. Pauline was chosen, and with difficulty kept her hands over her eyes, while the yellow ball was hidden behind the piano! She was then started on a hunt, the children telling her eagerly when she was hot or warm or cold. The father watched every movement, and when she came back with the found treasure, quite forgot himself in clapping with the children for Pauline.

"You see she's never been with children much. This does her good, when she waits for her turn."

He kept time with his foot as the game developed, and a singing accompaniment was carried by the children:

Let us find a hiding place  
For our ball so round;  
Hide it high or hide it low,  
It surely will be found.

By this time several mothers and a reporter were added to the visitors' gallery, and all watched with evident interest as the game took on still another change. One child was chosen to blind his eyes and listen. Robert took the wooden ball into the further part of the church room, and pounded



on the floor with it. "Where is it?" Slowly the blinded child stretched his arm and pointed in the right direction. One after another with great accuracy located the sound, as father, mothers, and reporter watched the proceedings. Pauline looked back at her father and laughed, clapping her hands in delight at the successful pointing of her neighbor.

There were interesting pictures about on the walls—hung low on the wainscotting, where the children could look into the eyes of the picture people—"The Angelus," "Sistine Madonna," a bright-colored calendar, with the Indian maize chief, Mundamun, and brightly colored prints of the four seasons. Robert patted one of the pictures on his way back from pounding with the ball.

Another almost imperceptible change in the game sent one child away to hide, while Pauline's eyes were blinded. "All ready," and she opened her eyes, looking about to see who was missing. A long guessing time ensued, the children waiting patiently; still Pauline could not name the child. From behind the piano came: "Here I am." Instantly she spoke the name, having recognized the play-mate's voice.

"They learn a good deal, too!" the visiting father exclaimed, as he recrossed his legs and settled down for another season of enjoyment. The little circle of twenty children was now closed. One sitting in the center rolled the wooden ball to each child, who rolled it back to the center, while all sang softly:

The cart has cans of milk so white,  
To give our children their supper to-night.

When the cart had made a call upon each child, it was put away, and all stood in a circle obeying the kindergartner as she sang one after another:

I put my right hand up.  
I put my right hand down.  
I put my left hand in, etc.

Every child had a thoroughly good shaking up and exercising, when attention was called to the piano and what it was telling them to do. They marched, following a child-

leader, skipping, going on tip-toe, and walking like "Brownies," all in obedience to the music.

"She must be one of the best kindergartners in the country to do such things with babies. It's the best place for Pauline because she has to mind."

Pauline's father looked at his watch and decided to stay another half hour. It was only ten o'clock now, and yet he had seen enough good things to think the tuition well spent. Robbie skipped across the ring with uncertain legs, and chose a partner with much-crimped yellow hair and an accordion skirt which stood out on the little maiden like that of a circus rider. She was to all appearances a doll-child. Together with Robbie she skipped around and at last they struggled back, making profound bows as they parted. "You wouldn't believe it if you didn't see it!" Pauline's father exclaimed to the reporter. One of the mothers added: "My boy is six, but he's small for his age and so I didn't send him before. But he's coming every day now." Pauline's father responded: "That's right. If I had ten they'd all come; but we only have Pauline."

It was a cold, windy, raw morning, and the chat of the children turned to winter and coal, and knitting leggings, and other appropriate subjects. Six mothers in sealskin coats sat by and witnessed the children play they were coal shovelers and coat makers.

Alvin and Pauline were on all fours and soon a squirrel story was being sung, each child waiting and watching demurely for his turn to gather nuts and store them away for winter. A thanksgiving song was sung. The directing kindergartner then said: "Every child who would like to tell what he is thankful for, may go quietly and whisper it to his teacher." One by one tiptoed and whispered something, the importance of which we could only guess from the earnest, enlightened faces of the assistants. Pauline's father and the reporter slipped out together, and left the little family to the third hour and their mysteries. As we parted we shook hands, and he was saying: "It's the right thing. Sister Jane's boy must come here if I have to bring him myself!"

FROM THE LETTERS AND JOURNAL OF GRACE  
HALLAM.

EDITED BY MAUD MENEFEE.

SOME years ago, while acting as supervisor of schools in V—, the following journal written by a young woman in training fell into my hands. It was the custom at that time to demand of all undergraduates a written record of the day's work with the children, an account of the manner in which it was carried out, together with any comment or suggestion that had come to light. In this way the directors were kept in touch with the work, and moreover had an absolutely clear picture of each individual and her attitude toward her work on her own statement.

It was thus that this naïve revelation of a nature finding itself through its experience came into my possession. Much in it seems to me noteworthy. With its unreserved self-portrayal, its note of childlike exaggeration and the power to see every situation in the light of its own illumination, we seem to find art in its primitive elements.

The girl herself I saw rarely, my duties were too arduous to permit much personal contact with the young women under my jurisdiction. I remember her as a tall girl with a sweeping level brow and a pair of luminous gray eyes. I gather that her life had been woefully bare of anything like grace or charm.

In one of her papers written on the subject of children's toys, I find this answer to a question by her memory regarding the toys of her own childhood.

"The children of our family had few toys; from the very beginning we reached for the stars and caught at the moon; there was nothing, no penny gim-cracks, between us and them. We had no playmates, but trees seemed conscious and fraternal. The stalks of corn in the field, we played

were people; we took hold of the leaves and shook their hands to greet them. If only they could have walked beside us!"

The hardships and isolation of her early life had no doubt lent her the somewhat tragical aspect she presented. She had an habit of silence and she could not sing. The simplest melodies used in the games with the children seemed impossible, and yet in what she wrote there was undeniable music, a spontaneous song-bird quality.

She had come from the west somewhere; she opens up a vista with the following which I find on some loose sheets: "Out on the plains the sky bounds everything. It is better than to live among hills, for the sky sweeps down to you, and you feel momentous. It is easy to think that the Infinite is conscious of you, and your potatoes and pasture lands, there is so little else. If I lost the scissors, I said, 'God help me find them,' one felt so intimate."

So we find that it is in this unpeopled immensity with the illumined heavens focused upon her personal welfare that she learns her high egotism, for she is quite the potential poet full of her own identity, trusts her own insight, is keen for significance. We catch a hint of a self-exiled Olympian deity, when she says somewhere, "Froebel seems to me so absolutely the poet, but it's the word made deed and dwelling among us. That came to me out in the Black Hills; that was why I chose to follow this. One could not choose to be mere (mark the word) artist and poet in this day."

What does she try to say? It may be possible that the echo of "art for art's sake" has never reached her.

With the first entry in her journal we catch the keynote, a persistent and uncompromising "I" that sings itself up and down the whole gamut of experience. She has all the aplomb of a healthy child, and with all the elemental impulse of a child she tests and tries to find herself at every turn. The most hackneyed occurrences seem to stir her unsated sense and to reveal an inner law, which indeed they must have—only upon most of us the manifold activities

of the world have rubbed since the beginning without striking fire.

But without further ado, the following is commended to you, without emendation or pruning of its girlish ebullition, cutting only those passages that deal with the more technical side of the work. I am indebted to Mrs. E. S. J., Flag Staff, S. D., for the following from a letter written soon after her arrival here:

"September 25.—. . . Only two weeks ago and I was in the old red hollow in the hills, hoping and praying for this leave to work. It seemed so remote a possibility. In the face of the red hollow and the wilderness, life full of the living is the unthinkable, unreasonable heaven. All my life I have hungered and thirsted for the living world. I have even come to justify iniquity sometimes (in a passing mood) because it seemed active and vital; it seemed, somehow, to say 'I' in the face of this fatally impersonal Nature, which was all I had. The God one finds in nature without man is only fatal and mystical; season, bird, reptile, bloom—all nature working through a never-ending circle, and yet not toward freedom; our mining villagers, scarcely more conscious, burrowing and toiling. And I had begun to think of myself as old and my life passing, and I had not even been born. Supreme tragedy! That prenatal life two weeks ago! I wonder now how I could doubt that I'd miss life, or life miss me.

"It is good to come full grown into the world. What is common and casual to others is revelation to me. The throngs in the street—the living stream! I drink deep as the newborn do. I look into every face; I greet everyone in my heart.

"Out on the plains I remember I used to read all the items of the 'Want Columns,' because back of each there was a living, breathing entity speaking in his own person, not in the mask of art. I have had books; I want life. . .

"In this impersonal strangeness with all men I begin to discern humanity. Back there there were only the Baggets and the others."

The journal opens with a detailed account of a morning in a kindergarten where she had entire charge, for this was in the time when there was more work than workers, and this certain mission kindergarten, having been opened under the direction of a trained principal and then left without one for some reason that I cannot recall, had to be carried on by volunteers from the undergraduates until arrangements could be made. The neighborhood was eager for it, and the children flocked there. It was too rich a field to be abandoned. So it was for this reason that this child, with the inexperience of two months of training, finds herself one November morning face to face with twenty-five lusty children ranging from two to five years in age.

"They were all there waiting at the door when I turned the corner. It was the gathering of the multitude. I could see the little brothers holding the sister's hands, and mothers with one shawl over their own heads and a sleeping baby's, bringing a little one by the hand. When the children saw me they turned with one thought and came flinging toward me, their arms and hands straining out. I felt myself almost sink before it, the demand in it was so intense—the spiritual demand I mean. It was not a matter of cubes or cylinders or worsted balls (the paraphernalia has really oppressed me; I feel it is heresy to write this). It is of course because I am still so ignorant of how to use it. But in my case I have never had *things* much, and it really strains me to try and feel about these as we are supposed to feel, as though they were magical and different. Today I kept to the elements, sand and clay and wind. When I went out with the children to feel the wind *push*, I seemed to enter into their keen, fresh sense of it as though it were something new. It is really strange how sometimes I can feel things as though it were the first time. This is because I know so little of the powers from the formular side. If you directors knew how little I know you might not let me go on.

"'The wind bloweth where it listeth, and thou hearest the sound thereof, but cannot tell whence it cometh or whither it goeth; so is . . . the spirit.'

"That simple statement of analogy between wind, the unseen force, and spirit, the unseen power, is absolute science to me, and satisfies me. When we study nature, the word of God, why not take it in the large sense of what is *implied*? Natural science seems always to be parsing it, like a school boy eager just for the trick of construction; and the great statement sings over his head.

"Andre gave me a great deal of trouble at the beginning. I waited for an assistant but no one came. There was no one there but me and these children; there was a certain awe in it.

"One April I was alone in a grove of young saplings; the ground was alive under my feet; I scarcely dared tread. The new life pulsed and thrilled, and I stood still like one of the trees and *felt it*. When I could I broke away and fled like mad. This morning when all were together on the circle, and we sat silent for some moments, the same sense came upon me of awe for the great mystery of just simple *being*. The awful majesty of common riff-raff babies in old shoes, and the holy spirit in them. Whatever comes I can never go back on the seeing of this morning."

(To be continued.)

#### THE FROST.

THE frost is out, and in the open fields,  
 And late within the woods, I marked his track;  
 The unwary flower his icy finger feels,  
 And at their touch the crisped leaf rolls back;—  
 Look, how the maple o'er a sea of green  
 Waves in the autumnal wind his flag of red!  
 First struck of all the forest's spreading screen,  
 Most beauteous too, the earliest of her dead.  
 Go on; thy task is kindly meant by Him  
 Whose is each flower and richly covered bough;  
 And though the leaves hang dead on every limb,  
 Still will I praise His love, that early now  
 Has sent before this herald of decay  
 To bid me heed the approach of winter's sterner  
 day.

—Jones Very.

## Mowing Song.

*Marcato.* *Adapted.*

With step firm and steady, Our time now we'll keep;

See the grass fall before us, So close to our feet.

With care we'll follow close, Cutting smooth as we go;

When our work is all done, 'Twill be well done you know.



**Mowing Song. Concluded.**

The musical score is written for two staves, treble and bass clef. The melody is in the treble clef, and the accompaniment is in the bass clef. The first line of music starts with a *pp* (pianissimo) dynamic and ends with a *f* (forte) dynamic. The lyrics are: "Toss it here, Toss it there, Quickly rake it thro' and thro';". The second line of music also starts with a *pp* dynamic and ends with a final cadence. The lyrics are: "Turn it o-ver, Turn it un-der, So the sun can help us too." The music is in a simple, rhythmic style suitable for a children's song.

**MOWING GAME.**

OLIVE RUSSELL.

**A** NUMBER of children represent the mowing in the circle, and as they walk around or across it they accent the rhythm with their right foot while swinging their imaginary scythe.

The remaining children on the ring imitate the mowing by rhythmically swinging their arms. When other children are chosen to take the places of those inside the circle, the left foot gives the accent, and as the game progresses each foot in turn steps to right and left as indicated by the rhythm.

After the mowing the children, keeping time to the music, all walk around the room, as in this there is opportunity for free movement, which in a large kindergarten might be impossible if all were together on the ring. As they return to the circle other children go into the center and all play raking the hay as the song suggests. In imitating this, we stand with one foot a little apart from and in front of the other, and as we play "rake it thus and thus," the weight of

the body is thrown back upon the other foot, giving a healthful and satisfactory representation, and very pretty too in its effect.

Finally, the hay being ready for the barn, the children select partners, and two by two join hands for horse and wagon, and trot off to the barn as fast as a load of hay will permit.

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#### HOW AN ANGEL LOOKS.

**R**OBIN, holding his mother's hand,  
Says "good-night" to the big folks all,  
Throws some kisses from rosy lips,  
Laughs with glee through the lighted hall.  
Then in his own crib, warm and deep,  
Rob is tucked for a long night's sleep.

Gentle mother with fond caress  
Slips her hand through his soft brown hair,  
Thinks of his fortune all unknown,  
Speaks aloud in an earnest prayer:  
"Holy angels, keep watch and ward!  
God's good angels, my baby guard!"

"Mamma, what is an angel like?"  
Asked the boy in a wondering tone;  
"How will they look if they come here,  
Watching me while I'm all alone?"  
Half with shrinking and fear spoke he.  
Answered the mother tenderly:

"Prettiest faces ever were known,  
Kindliest voices and sweetest eyes."  
Robin, waiting for nothing more,  
Cried and looked with a pleased surprise,  
Love and trust in his eyes of blue,  
"I know, mamma! They're just like you."

—*Philadelphia Ledger.*

## THE EVOLUTION OF A PRIMARY TEACHER.

### CHAPTER IV—A LITTLE REASONING TOGETHER.

KATE L. BROWN.

**T**HE Primary Teacher felt a sudden sinking of heart. She had seen four schools already: each one had stirred her up yet failed to satisfy. Did she want to be stirred up still more?

Then she remembered the Confirmed Growler's parting words, took heart of grace and opened the door. She found herself in a large, pleasant room, full of the western sunshine of the winter day. A woman greeted her; one with the silver of middle age framing her strong, earnest face. But the eyes looking out from that face were so serene and happy, so full of youth's eagerness and tender joy that one decided her in his heart ideally, hopefully young.

The Primary Teacher noticed her voice at once; it was low, yet clear, and held a cadence which recalled the cradle songs her own dear mother was wont to sing in the purple twilights of her baby days. The weary little Primary Teacher felt a sense of peace and rest, and she sat herself contentedly down. The room was noticeable for its cleanliness, and the excellence of its ventilation. There was no litter upon the floor, and the children, though evidently of the poorer classes, were wonderfully tidy.

Best of all, however, was the peace and happiness that beamed from their eyes, and radiated from their little faces. Each child face was like the clear shining of a star, and the teacher's face itself revealed the secret.

It was that dreaded last half hour, yet these children did not seem restless. They sat quietly listening to the reading of their favorite poems from Stevenson's "Child's Garden of Verses." The volume was a superb edition, and every now and then a row was called up to look at the illustrations.

The Primary Teacher noticed also on the table Whittier's "Child-Life," "Open Sesame," Frank Dempster Sherman's "Little Folk Lyrics," and Edith Thomas' "In Sunshine Land." Miss Royal caught her glance and smiled.

"I believe in poetry," she said, "plenty of poetry for both children and adults; we need something to offset life's bald prose. Yet the prose of life is often turned to poetry when we find the right alembic, just as life's darkness is lighted by a bit of color."

The Primary Teacher returned the smile; already there was understanding between these two. The longer she remained, the more increasingly was she impressed by a certain harmony in her entire surroundings. Did the secret lie in the few yet really good pictures upon the walls?

She saw her loved Sistine Madonna, the earnest young Christ in the Temple and the good Shepherd leading his lambs. There were several faces of famous men, among them the children's poet, and the great bishop who, being dead, yet lived and spoke. In one place was a delicate horizontal panel of child figures from the color work of Ernest Nister. Several thrifty plants stood in a southern window, and a hot-house rose in a fragile glass vase, adorned the teacher's desk.

After the poem was finished the children read a little, sang a parting song, then prepared for dismissal. The reading impressed the Primary Teacher by its clearness, its utter absence of hurry, its almost deliberate leisureliness. It showed both thought and care. The good-byes were said, and the children departed, it seemed rather lingeringly, and with a world of affectionate regret in their young eyes.

The Primary Teacher was aware of the kind glances of Miss Royal, who said pleasantly, when they were once alone, "I am glad you came." I have often noticed that earnest face of yours at grade meetings. You seem to me like one with a problem on hand; is it so?"

"Yes," replied the Primary Teacher, frankly. "I am full of problems. I came out today simply weighted down with one. I was worn out with experiencing when I came to you,

but you have rested me. I feel as if you knew the whole thing—why, how."

"Suppose we sit down for a moment, then. Tell me the problem and how you have tried to settle it."

The Primary Teacher gave a hasty sketch of her pilgrimage, adding, half dolefully, "It seems as if *all* these teachers were right, and yet *none* of them right."

"They *are* right in one sense," said Miss Royal, warmly; "and what is better, they are faithful, earnest, unselfish souls, each striving heroically, according to her light. I understand it so well because I have run the entire gamut in my day."

"You don't mean that you have been like any of these teachers, or adopted exactly their methods?"

"Certainly, only to a greater extent."

"Not like Miss — the first one I saw!"

"My dear, Miss — is the acme of repose compared with myself a few years ago. When I remember how I used to circulate about that room, and the noise I made and encouraged, I have the grace to blush. I think my cousin Ned was the means of giving me a change of heart. He dropped in one day and seemed overcome with silent, yet very genuine mirth. I taxed him with it and he boldly said that anyone who made such a jay of herself, and encouraged the same behavior in children supposed to be kindly and adequately fitted out by nature, deserved to be ridiculed. Of course I was very angry, and he bore it all with good-humored patience. Finally he handed me a photograph. 'There, Coz, is a snap shot I took of you on the sly last week. Now if that's what you're coming to and you admire it—all right.' I have that photograph now. I carry it with me and look at it when I am tempted to rush and chafe and work for smart results."

"Why, that could never have been *you*!" cried the Primary Teacher, starting back, as she met the haggard, anxious, unlovely face in the picture.

"That was Alice Royal five years ago. Look at the slumbering unrest in those hollow eyes! Can't you almost

see that careworn face twitch? What a countenance to present to my friends! What a face to inspire and console little children! I began to think to some purpose. I realized how nervous and how delicately organized is the average American child, and how largely his conditions tended to increase nerve exhaustion and brain fatigue. It came to me that first of all is it a teacher's duty to give to her little ones an atmosphere of restfulness, free from artificial excitements. All methods and devices, rewards and punishments that militated against this atmosphere, were to be as far as possible swept away. A simple decision, but for me, far-reaching in its consequences. I ceased forever to be a 'teetering' teacher. I still wished, however, to gain and hold the attention, and to develop interest and power in the child. In my reaction from one method I naturally swung into another just as wildly. I became absorbed in the phonetic method, and the diacritical marks which finally led me into the synthetic.

"As a method pure and simple for more word-getting, and the rules for pronunciation, I have no criticism against the synthetic. It certainly does develop marvelous facility. But somehow at the year's end I felt a great dissatisfaction, though my children read, as their parents termed it, 'like blue streaks.' Then why was I dissatisfied? Had I not reached the acme of achievement? It came to me with increasing conviction, that the business of life in this beginning year was not, after all, to develop the power of marvelous word-getting. I am even more of a heretic today, and I confess to you that I often question if it may not be possible for children to learn to read too soon and too early. I know it is dangerous to broach such a theory, however.

"I can see now why my pupils disappointed me at the end of these years. They had great mechanical facility, but little of that which has come to mean more to me—culture, in its finest sense. I had been aiming for showy results. My children had caught the spirit and were unconsciously pert and triumphant in their knowledge. I had built a very tall edifice, but on too narrow a foundation. Both it and the achievements gained ceased to satisfy.

"The thought side of reading had not been entirely ignored in this method, but the material used was neither rich nor thought-provoking. Any system built exclusively upon phonics and phonetic representation, must necessarily deal with lists of words which give reading matter of a very poor order of literary merit. You remember the old darkey uncle in Ruth McEnery Stuart's story thinks his niece's reading lesson—'The pup bit the cow in the lip'—'mity pore stuff, honey,'—and is it not? Reading material formed exclusively to introduce words of similar vowel sounds or endings, is apt to be 'mity pore stuff,' and because my children had been fed on it they showed the usual results of poor nutrition. They could 'read,' indeed, but it began to seem to me that the ability to read might after all prove but a pitiful achievement. Do you understand?"

"I think I do," said the Primary Teacher with shining eyes; "and I want to know how you have come out of it all. I'm sure you are off on no tangent this time."

"I have learned and preserved something from them all. As I look back upon my old experience I realize the value of bright and cheerful tones, words, and manners that are at the same time serene and composed. I try to collect material for my lessons that is interesting to children, suggestive and refining. I recall a charming little set of readers which was such a help to me in that early floundering. The children in those books were so gentle, so kind, and withal so merry and childlike. There was an atmosphere of refinement and a love for the beautiful on every page. Oh, they were delightful, those little first and second readers! I could never go back to the 'bug-rug-tug-hug-lug' books after my companionship with Elsie, Jennie, and Flo, in Mrs. Monroe's charming pages. The kindergarten, in its following of the seasons, suggests to us valuable aid for reading material as well as language work. But in spite of this I do not disdain the help of phonics in giving the key which shall render the children self-helpful. I have my lesson in phonics every day, but for some months entirely separate from the regular reading. For the latter I select

the best material I can cull from nature, art, literature, or experience. I make thought-getting primary, word-getting secondary. Of course in the beginning I use the sentence and word-method combined."

"Please tell me about your phonics," said the Primary Teacher.

"I have no original method—only a few necessary points that shall do the most toward giving the children real help. I teach first objectively a set of key-words which bring in the simple vowel sounds as well as the greater part of the consonants. These learned, the children are taught to sound, then to recognize the sounds apart from the words in any order. I make lists of words founded on the key-words, which may be referred to if the child is in doubt. In the same way combinations are taught, like sh, th, ch, ow, oy, etc. I have come to use few diacritical marks, teaching that a, e, i, o, u indicate the short sound, which I give in teaching the key-word. Ea is taught as ē, ai and ay as ā, etc. I give a few simple rules, as, for example, what silent e indicates; the power of y at the end of short and long words, and at the beginning; a before l and after w, and the like. Of course more or less mechanical drill is necessary, but I try to make it as live as possible and reduce the merely mechanical to the lowest terms possible.

"By the end of the year the children know the greater part of the combinations, as well as the separate sounds, and can apply them fairly well. By the spring term they are practically self-helpful, and all has been done quietly and without sacrifice of what seems to me *the* real issues. The main purpose has not been subordinated to the cultivation of any remarkable power in the use of the tools selected.

"Other teachers are pursuing the same plan in phonics; but this, even, may be made to dominate as entirely as in the synthetic. When a teacher thinks first of all of the number of words she has been able to teach, then she is treading dangerous ground. My confrères in this very district will be able to report at any time a larger number of words taught than I. But I am getting old enough and



wise enough not to be easily stirred by such things. I have chosen my points of success and gained them. My reward lies in the joy of accomplishment and in the sense of growth in the children. Some classes may leave their teachers with every strategic point in this subject conquered, but I am very sure my pupils are rich in some matters of which they are entirely ignorant, and to my mind far better for the six-year-old to know than all the mysteries of the language. Then, too, my work at last goes smoothly, without fret or jar. I feel I am laying a firm foundation in many directions. I feel that Nature is with me, because the children's minds are opening day by day, regularly, beautifully, and that no one power is pushed ahead to the exclusion of others.

"One must forego smart results and marvelous attainment. One must be willing to be called 'old fashioned,' 'cranks,' 'dreamers,' by the various classes of critics. Never mind; those of us who have reached our serene haven, after many storms and adventures,—*we know*, and we are content."

As they left the building in the gathering twilight, two sparrows were fighting fiercely on the street, cheered on by a flock of their brethren. "There it is—the spirit of the age," said Miss Royal soberly. "Get all you can, even at another's expense; rush—push—make a show and a noise! Oh! we teachers must make a protest, even if a humble one, in our own kingdoms, that these future men and women may realize, if dimly, that there is another and more excellent way."

"Amen," said the Primary Teacher fervently.

Six things are requisite to create a happy home. Integrity must be the architect, and tidiness the upholsterer. It must be warmed by affection, and lightened up with cheerfulness, and industry must be the ventilator, renewing the atmosphere and bringing in fresh salubrity day by day; while over all, as a protecting canopy and glory, nothing will suffice except the blessings of God.—*Dr. Hamilton.*

## RAPHAEL.

LILLIAN PECK.

**A**WAY across the ocean in the sunny land of Italy, high among the crags of the Appennines is the village of Urbino, whose little thatched houses nestle lovingly against the sides of the mountains, as if they knew the old rocks would protect and care for them.

If you had looked in at the window of one of these cottages on a bright April morning four hundred years ago, you would have seen a little baby asleep in a queer wooden cradle—a dear little baby boy with bright eyes and rosy, dimpled cheeks. This baby was called Raphael Sanzio, a long name for such a tiny boy; but a name he made so famous that now, after more than four hundred years, we speak with reverence and love the name of Raphael Santi de Urbino.

Raphael's father was an artist, and many hours were spent by the little lad in his father's studio. He too had his little brushes and canvas, and when his father was painting, Raphael would take his brush and paint a picture of his mother. We can think how he would run to her, as she was busy at her work, to show her the picture asking if it did not look just like her. How often he would climb into her lap and stroke her smooth hair or pat her soft cheek, telling her that the next time it would look more like her, only he could never make a picture as pretty as she was. We well know how the dear mother would smile and say the pictures were very nice and mother was proud of her boy. Then she would gather up the little pieces of canvas and put them carefully away, thinking that some day Raphael would surely be a great painter.

Raphael did not go to school as young boys do now, for there were no kindergartens and the schools were very dif-

ferent from ours. His mother taught him to write and count, and to read the quaint little Italian stories. With his father Raphael studied Latin, a hard lesson for us but one all little Italian boys early learn. To the little boy the most delightful hour of all was his painting lesson; when his father taught him how to use his brush, to mix his colors and to lay the paint onto the canvas. On holidays when the young men of the village had their contests Raphael's mother would dress the little boy in his bright, pretty holiday clothes and take him to the village green to see the games. Once, when Raphael was seven years old, he went on a journey with his father who was going to paint a picture in some village church. This was a wonderful trip to the little boy! It seemed like a long journey, for then people went everywhere on horseback. To ride up the steep mountain roads, clinging to his father as he sat behind him on the saddle, with the birds singing all around, as the rising sun turned the peaks of his dear mountains into rosy giants, seemed very grand to the youthful traveler. At night they would stop at one of the quaint old inns that cling to the mountains like eagles' nests. They would listen to the jokes and songs of the merry guests until the kind landlady would take the little boy off to bed, where he would dream of another happy day.

Raphael was a very happy little boy, but all too soon the grim monster sorrow came to the joyous home. When he was only eight years old, his gentle, tender mother died. At first it seemed like a horrible dream to the poor child, and we can almost see him wandering from room to room of the lonely house and at last rushing out-of-doors where he would throw himself down on the mountain side to cry until blessed sleep would make him forget for a time his grief. Seven months after his mother died his father married again and the poor little son soon felt as if life was very hard. The new mother did not love children and often was very cross. She did not think his pictures pretty as his dear mother had, but called them rubbish and thought Raphael an idle boy to spend his times so. His dear father seemed changed; only his

old friends the mountains were the same. How often he would lie on the mountain side and sob out his sorrow. When he looked up at the crags they seemed sorry and to say, as they pointed to the blue sky, "All will be well sometime."

As there was so much trouble at home Raphael's father sent him to live with an uncle, who was a priest. It was not much pleasanter here, for the little boy was almost afraid of the stern priest. Living within the dark walls of a monastery with the grave monks and friars was very different from the village home. But a happy day came when Raphael went to live with the brother of his dear mother, his uncle Simeon. This uncle, who was fond of little boys, soon saw how well Raphael drew and sent him to study with the great artist Perugino.

This was a happy home for the little boy. The beautiful country delighted him. The great teacher was a kind gentleman who soon won his love. Living with this kind friend he learned to look for the pleasant things in life and grew up a pure, sweet lad. Here, too, he found many boys of his age learning to be painters and architects, and many merry times they had both at work and play. The master painter thought Raphael a bright, quick pupil, and taught him very carefully. At first he could do but little, just the A. B. C. part of painting. By-and-by he was allowed to paint a whole picture by himself. It was a picture of the baby Jesus and St. John, and very proud he was of it. When he was seventeen he earned his first money by selling a small picture, and from this time people gladly bought any of Raphael's paintings. Soon after he left Perugino's school, and though only a young man of twenty-one, he was a famous artist.

Raphael's first visit after finishing his studies was to Urbino. The old home was much changed. His father had been dead many years. The little half-sister Elizabeth had grown to be a big girl. She and his step-mother were afraid they would have to leave their home, but Raphael gave them a large sum of money and so helped them out of their trouble.

After leaving Urbino Raphael went to Florence, that beautiful city where so many artists lived. He liked the city and found so many friends there that he decided to live there. Before long young men and boys came to him asking him to teach them to paint and in a short time Raphael had many pupils. He was very kind to them. Always patient with the slow ones, never too busy to answer questions, but willing to leave his own work any time to help some one else. His pupils loved him. They called him the "Prince of Painters." Princes, you know are always attended by servants, and sometimes soldiers, when they go anywhere. When Raphael went from house to house sometimes as many as fifty of these young men would go with him as an escort. They wanted to treat him like a prince, they said.

One day when Raphael was about twenty-five he had a letter from the Pope asking him to go to Rome. The Pope had heard so much of the young man and his wonderful pictures that he wanted him to paint some for him. So Raphael went to Rome and painted pictures on the walls of the Pope's grand palace. His life in Rome was a very busy one, for besides his work he had many pupils. In the midst of this pleasant work Raphael was taken sick. It was hoped he would be well soon, but he grew worse and in a few days death came and carried him to a new home.

Of all the pictures he painted Raphael liked best to paint those of the Christ-child and his Virgin mother. His first picture we know was of his own dear mother. May we not think that the memory of her tender, loving spirit was around him as he painted those sweet, beautiful mother faces! So lovely are they that he has been called the Madonna painter of the world. Of the fifty-two he left us the Madonna Di San Sisto has been called the most beautiful. In the great gallery at Dresden one room has been given up to this wonderful picture.

Raphael was only thirty-seven, the youngest of the painters, when he finished his life work; but as we look at his beautiful pictures we feel that his lovely spirit still lives.

## CHILDREN'S SINGING GAMES.

**B**Y courtesy of the Stokes Company we give the plates of two old English games which have been revived for use in the kindergarten as circle games. "Looby Loo" is a favorite on account of the varied action it involves. The game is played as follows: The children form in a ring, and joining hands, dance around while singing the first verse. At the second verse they stand still and suit their actions to the words. Each child extends the right hand towards the center of the ring as far as possible, then draws it back; then each shakes himself from side to side, and at the last line each one turns quickly around. Then the ring goes round again to the words, "Here we dance looby, looby, looby," and then the left hands are used in the same way. The dance around follows again, and at the next verse the right feet are extended and withdrawn in the same way. Then the elbows go through the same motions, the dance around following each time. The game may be lengthened by adding to the various motions "ears in," "heads in," etc. There is also a method of playing it by which each player does an additional movement in each verse until the last, when all the actions have to be gone through together. Forfeits may be exacted for any mistakes. The game then becomes very lively.

"Round and Round the Village" (frontispiece of this number) is also a good circle game for the kindergarten. A ring is formed with one child standing outside. The ring stands still, and sings the words describing the actions of the child outside. At the first verse the child dances around outside the ring. At the second verse the children in the ring raise their hands, allowing the one outside to pass under. She runs in under one pair of arms and out under another, and so winds in and out until she has passed

around the ring. She tries to complete the circle by the time the verse is sung. The first child then takes her place in the ring and the game is continued by the second child. The game is continuous throughout. There is no pause between verses, nor between the ending of one round and the beginning of the next.

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### WINTER NIGHT.

Blow, wind, blow!  
Drift the flying snow!  
Send it twirling, whirling overhead!  
There's a bedroom in a tree  
Where, snug as suug can be,  
The squirrel nests in his cozy bed.  
  
Shriek, wind, shriek!  
Make the branches creak!  
Battle with the boughs till break o' day!  
In a snow-cave warm and tight,  
Through the icy winter night  
The rabbit sleeps the peaceful hours away.  
  
Call, wind, call,  
In entry and in hall,  
Straight from off the mountain white and wild!  
Soft purrs the pussy-cat  
On her little fluffy mat,  
And beside her nestles close her furry child.  
  
Scold, wind, scold,  
So bitter and so bold!  
Shake the windows with your tap, tap, tap!  
With half-shut, dreamy eyes  
The drowsy baby lies  
Cuddled closely in his mother's lap.

—*Mary F. Butts, in Outlook.*

# LOOBY LOO



Here we dance looby, looby, looby, .



Here we dance looby, looby, light,

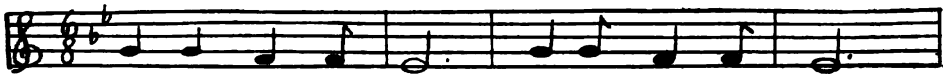


Here we dance looby, looby, looby, loo, Every Saturday night.





LOOBY LOO CONTINUED



Put your right hands in, Put your right hands out,



Give yourselves a shake, shake, shake, And turn yourselves about.

Here we dance looby, looby, looby,  
Here we dance looby, looby, light,  
Here we dance looby, looby, looby, loo,  
Every Saturday night.

Put your left hands in,  
Put your left hands out,  
Give yourselves a shake, shake, shake,  
And turn yourselves about.

Here we dance looby, looby, looby,  
Here we dance looby, looby, light,  
Here we dance looby, looby, looby, loo,  
Every Saturday night.

Put your right feet in,  
Put your right feet out,  
Give yourselves a shake, shake, shake,  
And turn yourselves about.

# LOOBY LOO • CONCLUDED

Here we dance looby, looby, looby,  
 &c.

Put your left feet in,  
 Put your left feet out,  
 Give yourselves a shake, shake, shake,  
 And turn yourselves about.

Here we dance looby, looby, looby,  
 &c.

Put your right elbow in,  
 Put your right elbow out,  
 Give yourselves a shake, shake, shake,  
 And turn yourselves about.

Here we dance looby, looby, looby,  
 &c.

Put your left elbow in,  
 Put your left elbow out,  
 Give yourselves a shake, shake, shake,  
 And turn yourselves about.  
 &c.



## A GERMAN-AMERICAN KINDERGARTEN.

FRAULEIN HOTZ.

**H**OW I love and admire Froebel who has done so much for pure, innocent childhood.

Only those who, in memory, go back to live over their childhood, and note the many wholesome but bitter lessons the world has taught them in after life, can fully appreciate what Froebel has done in making life's pathway smoother for humanity.

A child trained in a kindergarten which has the true spirit of the master, has acquired much in happy childish play which will enable him to adapt himself to his surroundings cheerfully, and make the best of life with material afforded him. I have been requested by several influential ladies of St. Paul, to devote my time, as a teacher, principally to kindergarten work, and also to introduce the German language, if possible.

In my experience as a teacher and otherwise, I have noticed how readily children of four or five, and sometimes younger, can learn words and whole sentences of a foreign language, and furthermore, are as much delighted in having succeeded in expressing their favorite thoughts in a new, attractive way as if they had made some new, beautiful design, and even more so, for it is something which they can always keep without its being soiled or disarranged. Beautiful thoughts acquired in a foreign language become clearer and dearer in the native tongue.

The names kindergarten and Froebel, as well as my own personal experience, suggest to me that the German language may be successfully introduced if the spirit of play is not lost sight of, and the exercises are skillfully conducted. It is astonishing how easily the dear little tots learn to say sentences correctly, and make them their own while playing some amusing game or singing a sweet song; while adults,

with hard study, may never acquire the correct musical delivery of the German language. This is the order of one week in my kindergarten.

First day—Morning talk; story and song.

### Jack Frost's Good Morning And Adieu.

Gu-ten Morgen, good morning, Jack soft-ly is coming,  
Some flow-ers are sleep-ing, Some flow-ers are  
weep-ing, Be-cause Jack Frost has come.  
Sleep safe-ly, dear flowers, 'neath pure, snowy cov-ers, Sleep  
safe-ly, dear flow-ers, 'neath pure, snow-y  
cov-ers, A-de auf wie-der seh'n.

JACK FROST.

It was a bright day in September. During the cold, quiet night Jack Frost had been very busy putting delicate flowers to sleep. Some laid their little heads on the ground and went to rest as good little children go to sleep in the evening. But some large, delicate plants did not do as Jack wished them to do, but hung their heads and wept like spoiled children. Poor, funny Jack felt sorry for the plants, and wished to console them by telling them how his kind old Father, Sir Winter, would soon come and tuck them in warmly with his soft, snowy, blankets, under which they would sleep safely like children in their soft, white beds,

until glad springtime came to wake them up, and help them to grow beautiful and strong; but still the flowers wept. Then Jack went away, and not till springtime did the foolish plants realize that nimble little Jack Frost was, indeed, their friend and companion.

Now as Jack Frost was walking along he heard sweet, childish voices, and suddenly a group of merry, happy children came skipping by. He watched them with pleasure. When the children reached the end of the block they separated and, waving their little chubby hands, called out clearly and distinctly, "Ade, auf wieder seh'n."

Jack rubbed his head and looked puzzled. "Ah!" said he, "I thought these were all American children, who spoke only English. Ade, auf wieder seh'n is adieu in German—good German. Just as my little friends in Germany said it. Oh, I fear that I have come to the wrong country." How funny! that was a good joke on Jack. He was in the right country; these children had only been playing in the German-American kindergarten where Fraulein taught them to say some of these dear German words.

Gift—Red and yellow balls; play they are flowers. Game—Jack Frost putting flowers to sleep, using song, Occupation—Arranging of flowers\* (natural) into small gardens, then massed into a larger one. German phrases: Guten morgen (good-morning); ade, auf wieder seh'n (adieu) Fraulein (Miss).

Second day—Repeat story and song. Receiving suggestions and spontaneous answers from children. Gift—Red, yellow, and blue balls. Game—Jack Frost; dancing of children. Occupation—Pegboards. German phrases introduced in gift lesson: Diese Blume ist roth (this flower is red); diese Blume ist gelb (this flower is yellow); diese Blume ist blau (this flower is blue); die Blumen sind im Garten (the flowers are in the garden).

Third day—Morning talk pansy. Gift—Three balls and purple, using pansy. Game—Flowers going to sleep.

\*I have found that children love natural flowers dearly, and although it may sometimes be difficult to obtain them, yet I should have as many as possible for the dear little tots.

Occupation—Sewing purple circle. German phrases introduced in gift lesson: Die Blumen in meinem Garten sind roth, gelb, blau, und purpur (the flowers in my garden are red, yellow, blue, and purple); Ich habe einen schönen Garten (I have a pretty garden).

Fourth day—Morning talk, Jack Frost: effect on leaves arranged in story form; Song: "Come, Little Leaves." Gift—Red, yellow, blue, purple, and green balls; Game founded on "Come, Little Leaves." Occupation—Sew green leaf. German introduced in gift lesson: Ich habe Blumen und Blätter (I have flowers and leaves); die Blumen sind roth, gelb, blau, und purpur (the flowers are red, yellow, blue, and purple); einige Blätter sind nicht grün (some leaves are not green).

Fifth day—Leaves, having many so that each child is supplied. Repeat story of fourth lesson; also German phrases from Lesson I; German introduced: Ich habe einige Blumen und viele Blätter (I have some flowers and many leaves); diese Blätter sind nicht grün, sie sind roth und gelb (these leaves are not green, they are red and yellow); Ich weiss wer die grüne Blätter so schön gemacht (I know who made the green leaves so pretty); Ich habe einen schönen Blumen Garten.

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I NEVER knew before what beds,  
 Fragrant to smell and soft to touch,  
 The forest sifts and shapes and spreads;  
 I never knew before how much  
 Of human sound there is in such  
 Low tones as through the forest sweep  
 When all wild things lie down to sleep

Each day I find new coverlids  
 Tucked in and more sweet eyes shut tight;  
 Sometimes the viewless mother bids  
 Her ferns kneel down, full in my sight;  
 I hear their chorus of "Good-night,"  
 And half I smile and half I weep,  
 Listening while they lie down to sleep.

—Helen Hunt.

THINGS SEEN AND HEARD BY THE EDITOR,  
AND SET DOWN HERE FOR THE BENEFIT  
OF THOSE WHO MAY CARE  
TO READ THEM.

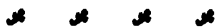
THE offices of the KINDERGARTEN MAGAZINE are situated in the uppermost story of the Woman's Temple, one of the architectural prizes of Chicago.

A sight-seer looking up from La Salle street to the little windows in the French Gothic gable would scarcely compute how great and cosmopolitan a center may be tucked away in the twelfth-story corner. The elevator ruler and employes of the building take particular pride in the kindergarten headquarters and have a way of calling out "Heaven" as they stop at the top. The offices are a rendezvous for tourist or traveling kindergartners and teachers. During holidays, or the weeks preceding the opening of schools, many birds of passage find their way hither, stop for a chat or quietly mouse among the books and periodicals which are always accessible. If it has no other virtue (which I by no means grant), Chicago is a railroad center which exacts visits from those who seek their bread by teaching, now passing east or west or north or south. And many a kindergartner carries away pollen on her wings.



Not many weeks since a sturdy, warm-hearted Scotch kindergartner found her way to the sky parlor. If you by chance know the so-called "Leaders" you may guess her name. The fire of the pioneer shone in her eye; firm resolution was writ in the deep lines of her face; she spoke with fervor, every word emphasized by the whole force of a wonderful reserve power. "Train kindergartners!" she exclaimed in answer to the editor's question whether she did not think that the *training* of kindergartners was the most blessed of good works. "Train kindergartners!—no I say

we need to train mother-lovers of childhood. Nor is this an intellectual achievement. I would rather have an honest, warm, true woman for a neighbor than the most highly trained in matters of the intellect. The value of the kindergarten cannot be justly estimated from the school-house standard; it must be computed in terms of home and family."



"It is not my place to criticise," argued a gentle visitor last November, "but I wish you would say it for me. It makes me hot when I think of it." Obedient to the request, the editor here proceeds to say it, and to do justice to the gentle visitor's hotness. The kindergartner who works in the same school for eight years, until she redeems the entire neighborhood, working nights because she cannot sleep until the Board of Education has been given measure pressed down and running over, who goes on working for the same salary while her neighbor primary teacher has a raise of five dollars each successive year without the asking, such a kindergartner needs the backing and the impetus of an organization which cares for the honor and dignity of the whole profession. There are plenty of such modest, over-worked, under-paid kindergartners. Where are the professional organizations which will lend their intelligent sympathy? Wanted—a kindergarten club that will use striking arguments and driving comparisons and air the question of kindergarten salaries. To be sure one "tar baby" makes its fame by lying low and saying nothing. There is a chance for some strong, sturdy, downright honest club to make its fame by speaking upon the comparative salary values of kindergarten and grade teaching. Why not strike for equality of values at least?



A visitor interested in art lines asked the following questions: "Can charcoal be called a creative material? Is a lead pencil a tool or raw material? Does the piece of chalk or does the child tell the story in the case of imaginative drawings? Should constructive power be sacrificed to imaginative power? Is constructive power non-creative?"



"Should kindergarten games be taught in training school classes?" A prominent supervisor of public kindergartens asks this question during a call at the editor's desk, saying that as she visits about the schools she finds gestures and mannerisms a la Chinese, accurate and true to the model.



Again a zealous Pacific Coast kindergartner sits in the chair opposite the editor and demands: "When will professional jealousies among kindergartners cease?" As soon as the whole business becomes a staple commodity, as common in demand as grade-school teaching or dry goods; as soon as there is more than enough work to go around all at good pay; as soon as there are kindergartens and training schools as plentiful as corner groceries; then, what is sometimes called *jealousy* will assume the business title of *competition*, which in time will crowd itself into trusts and combines for self-preservation.



A city supervisor of public kindergartens finds herself expected to train and provide twenty assistants, incidental to her work of supervising ten large kindergartens, two sessions daily, in charge of directors from some four strongly contrasted training schools. Her salary is seventy-five dollars and the town is in the midst of a political school-board war. She takes two days' leave of absence from her Mississippi Valley town and consults the editor. Case diagnosed as serious; temperature of doctor high; professional spirits of patient low; time the only remedy.



At a recent afternoon tea one of the chief ladies of a certain small town pounced upon the local kindergartner with the question: "What will you do now that kindergartens are being thrown out of the schools as a failure?" The much-astonished young woman asked where that had been done. "Oh, all California is throwing them out." The young woman took her first opportunity to enter an appeal to the editor, who at once set about looking up the matter. It was

found that the Sacramento *Evening Bee* for November 4 had published headlines as follows: "Are Kindergartens a Success? School Director Driver is in grave doubt about it. Meeting of teachers to discuss it will be called."

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### A NORSE LULLABY.

O VER the crust of the hard white snow  
The little feet of the reindeer go  
(*Hush, hush, the winds are low*),  
And the fine little bells are ringing!  
Nothing can reach thee of woe or harm—  
Safe is the shelter of mother's arm  
(*Hush, hush, the wind's a charm*),  
And mother's voice is singing.

Father is coming—he rides apace;  
Fleet are the steeds with the winds that race  
(*Hush, hush, for a little space*);  
The snow to his mantle's clinging.  
His flying steed with the wind's abreast—  
Here by the fire are warmth and rest  
(*Hush, hush, in your little nest*),  
And mother's voice is singing.

Over the crust of the snow, hard by,  
The little feet of the reindeer fly  
(*Hush, hush, the wind is high*),  
And the fine little bells are ringing!  
Nothing can reach us of woe or harm—  
Safe is the shelter of father's arm  
(*Hush, hush, the wind's a charm*),  
And mother's voice is singing.

—M. L. Van Vorst, in *St. Nicholas*.

## MOTHER-PLAY BOOK STUDY QUESTIONS.\*

### THIRD SERIES. V.

SUSAN E. BLOW.

#### *Lesson of the Light Bird.*

2059. Do all little children love to catch and grab?
2060. How do some modern psychologies explain these propensities? (See James' "Larger Psychology," Vol. II, pp. 411-412. Read note at bottom of p. 411.)
2061. Is this explanation complete?
2062. What is presupposed in all feeling? (See Dr. Harris' "Thoughts on Educational Psychology," p. 10, see also an outline of Educational Psychology by same author, pp. 65-66.)
2063. Which explanation of the grabbing instinct is presupposed in the play of the "Light Bird"?
2064. What does Froebel say in the Commentary to the "Light Bird" about the relationship of sensation to movement?
2065. What illustrations does he give?
2066. Please give as many illustrations as possible from your own observation of children?
2067. What is the physical stimulus of touch?
2068. What is the organ of touch?
2069. What are the sensations of touch?
2070. What are the physical stimuli of taste, smell, hearing, and sight?
2071. What are the organs of taste, smell, hearing and sight?
2072. What are the sensations of touch, smell, hearing, and sight? For answers to questions 2066 and 2071 consult Dewey's Psychology, pp. 50-74.

\*Contributors to this department are requested to write each question in full with its number, followed by the answer. Also to place name and address at the top of each page of manuscript, the same to be carefully numbered. Also to fold the manuscript for mailing, instead of rolling it.—EDITOR.

2073. What is the characteristic quality of all sensation?
2074. How is the external world reproduced in touch?
2075. How is it reproduced in taste, smell, hearing, and sight? (For answers to questions 2073 and 2074 consult Dr. Harris' "Outlines of Educational Psychology, pp. 66-67.")
2076. What do we learn from science of the order in which the senses were evolved?
2077. What earlier songs of the Mother-Play have dealt with the training of sense?
2078. What was the outcome of their suggestions?
2079. Did Froebel invent the play of the "Light Bird"? (See "Mottoes and Commentaries," p. 189.)
2080. What import of the play is suggested by Froebel in "Song and Motto"?
2081. Is this the only import?
2082. It has been suggested that in this song Froebel explains his symbol. Is this criticism valid?
2083. How many things do the children in the picture try to catch?
2084. As the result of a sympathetic study of this picture what idea would a young child gain?
2085. Is this idea beyond his spiritual level?
2086. Relate any conversation you may have had with children about this picture?
2087. Relate any practical results you may have had from playing the game?
2088. If you get no results from a game, which many mothers and kindergartners find useful, what must you conclude?
2089. What does Froebel say in the first paragraph of his commentary about the soul?
2090. What does he say with regard to the true order of spiritual evolution?
2091. Do you agree with him?
2092. What connection in thought between paragraphs 1 and 5?
2093. What connection between both these paragraphs and the sense of sight?

2094. Give all the illustrations you can recall of the symbolism of sight?

2095. What does Froebel say in paragraph 5 of the relationship between sight and feeling?

2096. Does this correspond with the original reaction of sensation and movement?

2097. Why does light in God imply love?

2098. What does Froebel say in paragraph 5 is our heart's desire for the child?

2099. Was *insight* the conscious goal of all Froebel's educational endeavor?

2100. Can you quote from his own writings different statements of this truth?

2101. Would this song of the "Light Bird" seem to mark a crisis both in the Mother-Play and in our educational procedure?

2102. Can you define this crisis?

2103. Would Froebel's doctrine seem to correspond with Dante's? (See *Paradise IV*, 125-131, v. 6-9.)

#### ANSWERS TO QUESTIONS.

##### *The Lesson of the Family.*

(From L. Blanche Brownell, Boston.)

892. Quote passages from Mother-Play in which Froebel expresses this relationship of member to whole.

"As the varied appearances of the outer world are reflected in harmonious relationship in the clear sea of your eye, so the varied phenomena of your child's self revelation become mutually explanatory when life is apprehended as one great whole. The idea of the whole is the ocean of joy which mirrors in their relationship and unity the isolated phenomena of a progressive experience." . . . "Just in proportion as he feels in himself a single source and fountain of life, his mind is lighted by a foregleam of the truth that back to this living fountain is to be traced the life of all things. In other words, his mind anticipates in feeling the insight which you, devout mother, consciously possess—the insight that his soul is a spark of the divine life and therefore itself divine, and, furthermore, that all existing things and all living creatures manifest in various forms and in ascending degrees the life of God." . . . "By such procedure there will be formed in the pupil at the goal of his education the clear and transparent soul picture of each particular being, including himself, of the great whole to which all particular beings belong as members, and of the truth that the particular being reflects as in a mirror the universal life."—*Introduction to the Commentaries.*

All Nature is a unit in herself,  
Yet but a part of a far greater whole,  
Little by little you may teach your child

To know her ways and live in harmony  
 With her; and then, in turn, help him through her  
 To find those verities within himself,  
 Of which all outward things are but the type.  
 So when he passes from your sheltering care  
 To walk the ways of men, his soul shall be  
 Knit to all things that are, and still most free;  
 And of him shall be writ at last this word—  
 "At peace with nature, with himself and God."

—*Taste Song.*

Take from out the sweetest song  
 Just one note — the sweetest one;  
 You may sound it full and strong,  
 But its music is all gone!

And the children learn to see,  
 In a little game like this,  
 That in true activity  
 Nothing unrelated is.

—*Mowing Grass.*

But when his life, outreaching, meets  
 With answering life around,  
 His wishful eyes are lit with joy  
 That comrades he has found.

—*Beckoning the Chickens.*

Dimly at first, but clearly by and by,  
 He'll see how everything — earth, air, and sky,  
 Plants, beasts, and men, are knit in one great whole,  
 Interdependent, while the ages roll.

—*The Target.*

Search awhile, you will find  
 Something deeper taught:  
 In the world's work each must help  
 As he ought.

The human spirit is a living unity, and should never be content with a fragmentary expression of its wholeness.—*Pat-a-Cake.*

The feeling that all life is one life slumbers in the child's soul. Only very gradually, however, can this slumbering feeling be transfigured into a waking consciousness. Slowly, through a sympathetic study of nature and of human life, through a growing sense of the soul and meaning of all natural facts and of all human relationships, and through recreating in various forms that external world which is but the objective expression of his own inmost being, the individual attains to a consciousness of the connectedness and unity of life and to a vision of the Eternal Fountain of Life.—*The Nest.*

Its spiritual aim is to strengthen the invisible cord by which the child is tethered to his fellows, and it pursues this aim in the simplest and most natural manner by making family relationships and affections its point of departure.—*The Flower Basket.*

"Ask them of each sight and happening  
 In the quiet twilight hour;  
 Help them weave it all together  
 Like a garland, flower to flower.

"With years the larger knowledge  
 Of life's wholeness then will come,  
 And its twilight hour will find them  
 With themselves and God at home."

The earthly destiny of man is to make his own life a whole, and to understand the wholeness of all life.—*The Pigeon House.*

Therefore, mother, strive to awaken in the soul of your child, even in infancy, some premonition of the nature of a living whole, and particularly some glimpse into the meaning of the family whole. So doing

you will lay the foundations for true and vigorous and harmonious life. For where wholeness is there is life, or at least the germ of life.—*The Family*.

By cleanliness of body, by neat and suitable apparel, and by the development and right use of his physical and mental powers, each member of a family contributes to the activity and happiness of its corporate life.—*The Carpenter*.

So shall the touch of other lives  
Help and uplift his own.  
Strong in himself he'll learn to be,  
Yet glad that human sympathy  
May bind all hearts in one.

—*The Knights and the Good Child*.

Hear the conclusion of the whole matter. In all things works one creative life, because the life of all things proceeds from one God.—*Note VII*.

(From Grace G. Kendall, Boston.)

883. Should the feeling of relationship be cultivated as a means of awakening the sense of duty?

Two little brothers, Tom and Joe, were absorbed in watching a tennis tournament. When the interest flagged for a time, Tom slipped away, but soon came back munching an apple. Joe quickly spied the apple, though there were several lads between the two boys, and called out, to the amusement of the grown-up spectators: "Tom, aren't you going to give me some? Remember, Tom, I'm your brother; your very onliest brother, Tom!" The logic of this argument was too much for Tom's would-be selfishness. He reluctantly drew forth a second apple, concealed in his pocket, and handed it to Joe, who proceeded to devour it without a word of thanks, evidently feeling it to be his right. This display of human nature illustrates the inevitable training coming from the brother relationship. The next time it will doubtless be Joe who will be forced to share with his "onliest brother," Tom, and thus the habits of sharing will be gradually formed in these two. They will go out into the world better prepared for true living than either would have been had he had no brother. As a rule, a child who has brothers and sisters more naturally and easily takes his place in the social world than does one who is so unfortunate as to be an only child. The only child too often has had everything done for him, has been free to suit himself and his own whims at all times, and thus having failed to learn the sense of duty to others arising out of relationships in the family world, he finds it hard to realize his duties to others in the larger social world. The child who is one of several children has been forced, of necessity, to consider the others. They have their plans, their wishes, their likes and dislikes, and he must yield to them at times. Even if there has been no wise guidance in the home, no attempt to make the harmony resulting from a consideration for others seem more beautiful than the discord that arises from a lack of such consideration, the very fact of the existing relationships does give some training in a sense of duty. If this be true, it follows as a self-evident conclusion that, had the feeling of relationships been cultivated in such a home, there would have been a higher sense of duty, a greater fitness for true living. This conclusion in turn proves that the only child is not necessarily a spoiled child. If his parents have wisely taught him to consider them and his grandparents, if they have sought playmates for him from other homes and taught him his duty toward his guests; or if, through the atmosphere of the

kindergarten, he has learned that the beauty of a whole is dependent upon the harmony of its parts, he may be better fitted for true living than are those brothers and sisters who come from a large family circle where the feeling of relationships has not been cultivated.

(From Zayma King, Boston.)

896. What does Froebel mean by saying the family is the sanctuary of humanity?

Froebel speaks of the family as the sanctuary of humanity, and so indeed it is. A sanctuary is a sacred place, a consecrated spot, a sacred and inviolable asylum and a place of refuge and protection. The home, which stands for the family, is, to the individuals who make up humanity, typical of rest, shelter, and protection — it is to them a holy and sacred place, where they will find refuge from the storms that assail them from without. In time of doubt and temptation, of danger and dismay they may find safety and shelter in the love of the family, as of old the persecuted found rest and protection by fleeing to the sanctuary, the "sacred and inviolable asylum." Religion is first taught by the mother in the family home, and the seeds sown in childhood will take root, and some day blossom and bear fruit, and the good influence from the faith of the parents will, through the home life and through the children later, radiate out and benefit those about them. A good influence does not die away, but is passed on, growing and gathering strength from one to another, as a tiny snowball, set rolling, increases in force and size. From the sanctuary emanate noble inspirations. From the family and the home come the good thoughts that shall grow and make the city, the country — all humanity, higher, nobler, more worthy to be made in God's image.

(From Charlotte Perkins, Boston.)

911. What does Drummond say about the evolution of the family?

Drummond says that it was a little child who bestowed the inestimable gift of love upon the world, and through and in the love of a little child, the fathers and mothers came to realize their love for each other. Children have been, unconsciously, the true moral teachers of the world. Had the institution of the family depended on sex, and not on affection, it would probably never have endured for any time. So, the cultivation and care of love became the great charge of evolution. A long and protective fatherhood was the means of final healthful existence of young. When we come to the human family, we find that the combination of love and natural selection was strong enough to become the nucleus of the social and national life of the world. As soon as the new forces of sympathy, self-denial or love entered, a change was immediately shown. The little group of father, mother, and sons soon found opportunities to act together, and that by combination more strength was gained and more accomplished in every direction. Almost from the first the family must have been the unit of tribal life; and as families grew more definite they became the recognized piers of social structure. The ethical uses, however, even in its early days, place it at the head of all the creations of evolution. It prevents egoism, increases altruism.

(From Rosemary Baum, Boston.)

867. Do you approve of encouraging spontaneous family plays in the kindergarten?

The spontaneous plays of children are sometimes valuable as giving



a clue to the home influence and mental furnishing of individuals, rather than as a foundation for kindergarten games. Take for example the case of a negro child whose home, according to his own description, is over a "beer keg shop," and who was discovered one morning reeling about the circle "playing drunk," another boy in the rôle of policeman being actively engaged in trying to arrest him. The simple substitution of a driver's whip for the policeman's club changed the imaginary scene to a less exciting one; which seems to indicate that the original play awakened no abnormal enthusiasm. On the other hand such plays as "house," "school," "church," or the more active ones of "horse," "dog," and "bear," in which many children find the keenest pleasure during the "free play" period before nine o'clock, might well suggest to the disciple of Froebel ideas which, later in the day, could be used for the entertainment of the entire circle. To permit individual children to work out these plays entirely in accordance with their own vague conceptions would be, in most cases, to sacrifice many for the good of a few. Organized play is the ideal of the kindergarten circle. But to allow the child's mind to furnish inspiration for the well-defined plans of his grown-up playmates may surely be regarded as a Frobelian duty.

### COUNTING THE SHEEP.

GEORGINA E. BILLINGS.

OH baby dear, when you go to sleep  
Did you ever count the little white sheep,  
The little white sheep that frisk and run  
And flock to the land of the slumbering sun?  
Oh, let us count them as they go by,  
They say you cannot, but we might try.  
Here come two so happy and free,  
And here comes another, and that makes three.  
Here is one with a little bell  
He follows the others to Drowsy Dell.  
They pass the river of Rock-a-way  
And go through the Valley of Rest they say.  
They flock through the meadow of Tired Eyes  
To the land of Dreams where the daylight dies.  
Oh, green are the fields they are hurrying to,  
Green are the fields and the skies are blue.  
Merry and frolicksome down to the last,  
'Tis hard to keep count they are coming so fast.  
But tired of counting the little white sheep  
Baby darling is fast asleep!

## CURRENT WORK—NEW—REPORTS.

**A Baby's Rights.**—Kate Douglas Wiggin introduces her book on "Children's Rights" with the following sentence: "The subject of children's rights does not provoke much sentimentalism in this country, where, as somebody says, the present problem of the children is the painless extinction of their elders." Perhaps this somebody did not realize that he and the child were not looking at things from the same point of view; and therefore he had entirely misinterpreted the child's motives. The fact that there are children who, by the unwise way in which rights and privileges have been granted them, are precocious, self assertive, and annoying to those about them does not prove that there are none, even in this country of freedom, whose rights are wholly ignored or only granted after a struggle destructive to the child's happiness, and demoralizing to his character. It is not enough to say that the baby is born with inalienable rights. Does it not possess them even before that? It is agreed that influences affect the child before birth, and therefore it has a strong claim on the love and welcome of both parents, and on the thoughts and feelings of the mother being the very highest and best of which she is capable. These are the first and among the strongest claims our little babe has on us. Then as it lies a feeble, helpless infant in our arms, it should be considered a sacred trust—a human being, with a soul as well as body and mind to be cared for. If we see in the child only a plaything—a doll to make dresses for, and caress—we fail to appreciate the honor and true meaning of motherhood. I am personally acquainted with a mother who says she did so love to dress and undress her baby, and sit and rock the little thing by the hour. She still loves to dress him beautifully, and lavishes highly unappreciated caresses on him; yet he has never had his highest rights dimly understood. In spite of the hours devoted in rocking the child he was seldom taken out into the fresh, pure air that his pale little face pleaded for in the strongest language. The house and his beautiful clothes occupied all her spare time. Now he is five years old and is refused the advantages of the kindergarten because she would not allow him to go alone, and does not find it convenient to "drop everything and take him." He has begged to go to a Sunday-school, but it is too much trouble to accompany the child. Every summer he goes to both sea-shore and mountains for his health, but at the same time his bread is dipped in either tea or coffee to keep him quiet at the table; and his tears are stopped with a package of chewing gum when his mother is obliged to leave home. Every room in the house is so fixed up that at the most only two playthings are allowed out at a time, and his best toys are locked away from one Christmas to another. Then they are exhibited, like himself, to admiring friends. It is only at these special times that he ever has a playfellow in his home. This is an actual case, and from the lack in this child's life we see many of the rights which every baby should have. All our time, all the intelligent care and attention, all the strength that we have to give, are the baby's due as long as his helplessness requires this devotion. Then as the physical being seems to demand less of our time, the mind and soul will call for more of our thoughtful consideration. The little one has a right to a bright, free, happy, babyhood, full of laughter and joy. If clouds are around us we

should try to let none of their shadows fall on them. Children feel these things long before they can think or realize anything about trouble. In every home there should be set apart a room, or if that is impossible, part of a room, to be the baby's own, where he can arrange and re-arrange the toys he loves. My little boys love to have a box or basket which they fill with toys and carry around wherever I go. The baby has a right to have his clothes planned with reference to his proper development, and also, to gratify, if it be a boy, his instinctive love for pockets. I do not know anything about girl babies on this subject, but there is scarcely anything gives a boy baby as much delight as his first pocket, whether it be in dress, apron, or trousers. What wonders the pockets disclose at night! It seems trash to us, but is very precious to the owner. When we feel like packing all the toys away at night, and throwing the contents of the pockets into the fire let us try to image our own feelings were some superior being to walk into our home, and sweep all the carefully arranged ornaments into the ash barrel, and relegate the letters and trinkets we have laid away to the fire. We should strive in every way to understand and respect our little ones' rights, and when this seems difficult and conflicts with our own comfort, we should remember that we are responsible for the existence of these little ones, and that the treatment they receive from us will largely determine their characters; and therefore, the influence for good or evil which their lives will in turn exert on others.—*Florence Dunlap.*

The Philadelphia branch of the International Kindergarten Union held a regular stated meeting at the Philadelphia Normal school on December 7. During the business portion of the meeting repeated reference was made to the coming February convention, and much enthusiasm exhibited in the participation. The membership committee reported the addition of thirty-five new members to the society this season. The feature of the afternoon was an exceedingly interesting and comprehensive paper on the Pre-Raphaelite School, by Miss May Haggenbotham, of Drexel Institute. In preparation for this the platform of the lecture room was converted into a veritable art gallery by the presence of numerous exquisite copies of the masterpieces of William Holman Hunt, Dante, Gabriel Rossetti, and John Millais, while during the lecture were displayed many beautiful tapestries designed by Morris. Miss Haggenbotham said that Pre-Raphaelitism was neither a fad nor a mere revolution in art. It was more; and while we are too close to the period of its creation to fully estimate it, yet to some extent can we recognize the value of that great ethical and esthetic struggle, which was but a single wave of the reactionary times against convention and tradition. This recoil was felt through all morality, knowledge, and literature, and was both social and ethical. We find, in the early part of the century, a little band of painters, of which Rossetti was the strongest. They revolted against the methods of the Royal Academy which crushed all originality by accusing nature of many faults and upholding Raphael alone as the model of perfection to be absolutely copied. To be Raphael-esque the academy taught that all shadows must be a certain length, all heads turned at a prescribed angle, and every feature conformed within the fraction of an inch to detailed dimensions. The little band of young students, for all were under twenty-one when the brotherhood was formed, were drawn together by what afterwards forced them apart, the presence of an individuality. Ruskin's "Modern Painters" made a great effect upon them. Ruskin said that all that is high in art, all that is creative and imaginative is formed and created for every great man himself and cannot be copied. "Modern Painters"

showed high paths trodden by others after the revolt against slavish copying. Yet Ruskin was not in the fullest sympathy with the Pre-Raphaelites. They suffered from criticism amounting to abuse on every side. When in the Grosvenor galleries, the public were to view for the first time this new departure in art, people came to laugh and scoff, but many found the work there brought to light was a vital and earnest power. The coloring was rich, but not glaring. People were puzzled and there followed a war of words. Hunt, the only really poor man of the brotherhood, would often have given up from discouragement but for assistance, both material and immaterial from the others. Millais, also, owed much of his success to the strength of Rossetti. Their root doctrine was not realism, but naturalism. The great distinction between the works of Hunt and those of Millais is that the former exhibits activity, the latter rest. They all embodied in the pictures the ethical quality, and held that art should be more than nature. It must be dramatic and ornamental. The decorative quality was an essential which rescued their ideal from mere photography. Morris thought that art had missed its object until domesticity had been introduced. He shrank from the barbarous so-called decorations of household articles. Finding no place for the manufacture of really artistic commonplaces, he established a factory for the manufacture of wall papers, tiles, fabrics, etc. Art is not art till applied in every day life, till shared by the common people. The Pre-Raphaelites did not take the halo from the head of the Christ child, but put it upon the head of every child or suffering human being; not that historic life was less divine, but all human life diviner.—*Emilie Jacobs, Home Sec'y.*

**International Kindergarten Union.**—The reports of those in charge of the February meeting of the International Union indicate that its success is already assured. In the first place the members of the Philadelphia branch are actively engaged in preparations for the entertainment of the visiting kindergartners, and through their inspiration the hospitality of the city has been cordially extended to all. The Board of Education has graciously granted the spacious rooms of the Philadelphia Normal school for the general meetings, the Century Club of Women, and the Civic Club have offered their courtesies and private hospitalities have been liberally tendered. Miss Anna W. Williams, 634 N. Twelfth St., is chairman of the local committee, and will be glad to give any information in regard to the local arrangements for entertainments. The next assurance for success comes from Miss Laws, the recording secretary of the Union, who writes that the Trunk Line Railroad Association has granted the request for a reduction of rates to those attending this meeting. The details of this reduction cannot be given until next month, but a special railroad circular will be prepared as soon as possible. Last, but by no means least, the program prepared for this meeting by Miss Wheelock, shows that both quantity and quality have been fully considered. Friday morning will be given to the necessary business of the Union, the reports from the branches and from general committees. In the afternoon Mrs. Putnam will present her report on training, Miss Fisher following on the same topic. Mr. Cliff of the Philadelphia Normal school, will also speak at this session. In the evening there will be a public meeting with addresses by Dr. Lyman Abbott and Dr. Nicholas Murray Butler. Saturday morning will be given to the subject of music, Miss Mari Hofer and Mr. Daniel Batchellor being the principal speakers. Saturday afternoon the visitors will be tendered a reception at the university buildings and at the public meeting in the evening the speakers are Dr. Witmer of the University, Miss Blow and Mr. J. L. Hughes.

All that is now needed to make the meetings a complete success is a large attendance of kindergartners, and reports from different parts of the country indicate a general interest in this matter. All branches of the Union will receive a circular letter within the next month in regard to the appointment of delegates, and it is hoped that every branch will be well represented. The list of members includes the following in addition to those printed last month: Branches—Free Kindergarten Association, Oberlin, Ohio; Kindergarten Club, Los Angeles, Cal.; Froebel Society, Toledo, Ohio; Kindergarten Club, Seattle, Wash.; Pittsburg & Allegheny Kindergarten Association, Pittsburg, Pa. Individuals: Miss Minnie E. Youngs, Summit, N. J.; Miss Sarah B. Goodman, State Normal school, St. Cloud, Minn. Branches and individuals whose names have been omitted from these lists are urged to communicate at once with the corresponding secretary, that mistakes may be rectified without delay. Full programs with further information in regard to railroads will be given next month.—*Caroline T. Haven, Cor. Sec., I. K. U., 109 W. 54th St., New York City.*

The Philadelphia Society of Froebel Kindergartners held the regular monthly meeting for December on Saturday the 11th, at the School of Industrial Art, Broad and Pine Sts. After the reading of the reports of secretary and treasurer and the singing of several Christmas carols and songs, the meeting was addressed by Prof. Daniel Batchellor, his subject being, "Tone and Color Harmonies." In brief Professor Batchellor said: "In this age of unifying research it is not strange that people should try to find the correlation of tone and color. There have always been people of sensitive temperament who have, in a partial and imperfect way, sensed their sympathetic relations. However different tones and colors may appear to our senses, they have the same origin. They are both the result of vibrations and are both propagated by undulating waves. It is not surprising that light and sound having the same origin, and possessing the same properties act and react sympathetically upon each other." The lecturer then gave many examples showing the sensitiveness of light to sound. Comparing the musical scale and the spectrum he explained the harmonious relations of tone and color, and spoke of tones and colors as always having been used as modes of expression, each being in reality a form of language, better fitted to convey ideas than definite thought, both appealing more strongly to the feeling than to the intellect, and so especially useful where sentiment, i. e., the blending of thought and feeling, is to be expressed. "Unquestionably tone language preceded definite speech, as it does still in the case of every little child, and probably color language was more generally used before word language became so full and expressive. As tones and colors were the natural expression in the childhood of the race, so they still appeal most powerfully to the little children of today, and should be used to educate the young minds at that period of life when feeling is more dominant than thought." After considering briefly the emotional content of the separate tones and their allied colors, Professor Batchellor concluded by saying: "We have compared tones and colors as a whole and then separately. We have seen that they are forms of emotional language, speaking to us through our senses. However they may differ in outward form, their meaning is the same. It is a message from the great heart of nature to the heart of man. The message is hard to translate into words, but it is ever telling us in these beautiful symbols that back of all deformity is beauty, back of all the jarring discord is divine harmony, and behind all selfishness and hatred is infinite love." The lecture was illustrated by dif-

ferent color charts and by a class of little girls from the James Forten Elementary Manual Training school, which has had the benefit of training in Professor Batchellor's color system of music. Luther's Christmas hymn was then sung and the meeting adjourned to January, 1898.—*Agnes M. Fox, Sec'y.*

MRS. ALICE H. PUTNAM gives us an able and discriminating statement of what the standard for kindergarten training should be, in her article "Old Lamps and New," in the December *Review*. She writes: "Among the requirements recommended by the I. K. U. for entrance to the training schools is 'a High school certificate, or credentials showing equal educational advantages.' Probably this was the best external basis for literary qualification on which we could all unite. Having tested this to some extent, are we satisfied with it? Is the unwritten requirement of true motherliness, the intuitive knowledge of that which is proper to child-nature, made enough of? We can give the High school student opportunity to verify and vivify all that she has gained from books, and because the heaven of the new idea has not yet had time for its full working in secondary education, we *must* do this; yet even when the natural sciences have been studied experimentally under the form of 'nature study,' when the rote music of the schools has been changed into that which one really feels; when the drawing of type forms has given place to creative work, is it not true that we find students still without the one thing most needful for their true success? I am not undervaluing scholarship; but there is on the part of the public, on the part of the scholars, a tendency to undervalue this question of natural adaptation to the work. Ability to meet these conditions and to impart this power which enables the students to re-adjust themselves, does not belong equally to all women. The power to unify, to hold to points of agreement, and to throw into the background such as are not vital, is, says Mackay, the great gift of human expression, and those who have it are they who are 'called' and 'chosen' to prepare themselves by long and broad and thorough courses of study, to do this work better than we have ever done it. Not even university training can take the place of the experiences of one who has lived lovingly and rationally with little children."

A NEW kindergarten training school under the direction of Mrs. S. E. Eccleston has been opened in Buenos Ayres, S. Am., with sixteen normal pupils matriculated, and a kindergarten of fifty children divided into three classes, one of which is the "intermediate," or class preparing for the primary school. Mrs. Eccleston writes regarding her new work: "Our course of study includes all those of the best training schools at home, with gymnastics and physical or manual training, taught by a splendid Norwegian 'profesora' who is also my vice-directress. There will be only three that will be entitled to diplomas this year, as the government has made the conditions of entrance very difficult, and only those who have a very good education as a foundation can hope for admission. This is an important field, and I only wish I felt more competent to fill its requirements. There has really never been a genuine kindergarten in this city, except for a very short time some years ago, and the establishment of a number of imitations has thrown the system into the disrepute always consequent upon such attempts, so that it has many enemies even among educational people. Happily, however, the Municipal Board of Education has realized the error in establishing these 'sham' *Jardines de Infantes*, and has prohibited their extension until there shall be teachers especially prepared for the work. On the other

hand, Congress has authorized the opening of a kindergarten in every national normal school where there is room for it, and a teacher properly trained to direct it. Thus the good cause is marching on, and I hope the time is not very distant when the kindergarten will form the base of every school in this republic, at least in its largest cities."

**Examination and Licensing of Kindergartners.**—An examination for kindergartners' licenses was held in New York City, December 10. The examination consisted of a series of questions on the theory and practice of kindergarten teaching, and practical tests in vocal and instrumental music in connection with kindergarten work; and in the conduct of one of the regularly established kindergarten classes. The salary of kindergarten teachers, according to the present schedule, is \$468 for the first or probationary year, and \$564 thereafter. There is no regular yearly increase, but kindergartners are in the regular line of promotion. According to the proposed schedule of salaries for 1898, the salary for the probationary year is \$540, and the minimum salary thereafter \$630. After three years' service at the minimum salary, kindergartners and regular teachers are eligible to apply for \$756; after two years at \$756, to apply for \$936; after two years at \$936, to apply for \$1,116; after two years at \$1,116, to apply for \$1,350. All increases in salary above the minimum will be granted to applicants who pass the required examination. Each applicant must be a graduate of a college or of a high school, and also have had thirty-eight weeks in a normal school for the training of teachers, or in lieu thereof, three years' experience as a teacher. She must also present a diploma from a kindergarten training class of recognized standing, or supply evidence of having performed successful kindergarten work. Those who pass the kindergarten examination must also obtain the regular teacher's license before receiving appointment as kindergartners. The subjects of the examination for a regular teacher's license are as follows: Reading, *Spelling, English Grammar, History of the United States, English Literature, Arithmetic, Algebra through Quadratic Equations, Plane Geometry, Physiology, Physics, Descriptive Astronomy, Geography. Principles and Methods of Teaching Drawing and Music.* Anyone who has held a New York City license, but who has not taught for two years will be examined only on the subjects *in italics*. Another examination will be held in May or sooner.

**New Jersey.**—Newark, N. J., has had a kindergarten club for two years, working to promote the cause of free kindergartens in that city. There are two district classes of kindergarten clubs: one class is pledged to the propagation of the movement, the other class is for professional culture and discussion. The Newark club is expanding its work in the direction of mothers' clubs, under the charge of Mrs. Samuel Clark and Miss Kate L. Roberts. We hope soon to have a report of this organizing of parents clubs as auxiliary to the public schools. New Jersey is not being left behind in new educative movements. The woman's club of the city is organizing a free kindergarten association. Two hundred citizens gathered early in December and organized the Jersey City Kindergarten Association. The following officers were elected: President, John J. Voorhees; vice-president, John A. Walker; secretary, Mrs. Henry V. Condict; treasurer, George R. Hough. Board of governors, E. F. C. Young, Flavel McGee, John H. Jones, J. W. Hardenberg, Miss Cecilia Gaines, Mrs. Spencer Weart, Mrs. John Headden, Miss Ella J. Richardson, William H. Beach, John A. Blair, Louis A. Goodenough, Joseph A. Dear, J. E. Hulshizer, E. S. Cowles, L. J. Gordon, N. J. H. Edge, Gilbert Collins, Henry Lembeck, Dr. Gordon K. Dickinson, George F. Perkins, Benjamin Edge, Edward Hoos, Mrs. Charles H.

Hartshorn, Mrs. Collard Price, Mrs. William Marvin, Robert W. Elliott, S. L. Harvey, B. L. Stowe, William H. Quinn, Henry W. Devitt, David R. Daly, and Henry Brautigam. Among the speakers who have given momentum to this movement are H. W. Mabie, president of the New York Kindergarten Association; Mrs. F. T. Barnes, Miss Annie Williams, of Philadelphia, and Superintendent Gilbert of Newark. The Whittier House is the Jersey City Social Settlement, in charge of Miss Cornelia Bradford, who heartily favors all kindergarten endeavor.

WHAT may be accomplished by a wide-awake people has been demonstrated in the lively little city of Ripon, Wis. A kindergarten association was formed last March, and it was decided to open a private kindergarten, which should eventually become a public one. The college gave the use of a beautiful southeast room, and the campus furnished a most beautiful playground. Mrs. Medora Dodge Gammon, for eleven years a successful primary teacher in Chicago, who had just completed a course with the Chicago Froebel Association, was secured as director. The average daily attendance was twenty. During the summer the question of making the kindergarten a part of the public school system was agitated. The association promising to provide a room, the Board of Education decided to assume the support of the kindergarten. Sixty-two children have been in attendance this fall. In view of the need the association voted to pay for the services of a trained assistant. Miss Beulah Corwin of the Free Kindergarten Association of Chicago, will act in that capacity beginning the first of December. This kindergarten owes its success to the efforts of its public spirited citizens whose energy and broad mindedness have shown themselves in the exertions which have been put forth to benefit the community.

THE kindergarten at Hilo, Hawaii, has sixty-six names enrolled with an average attendance of fifty-eight. Through the kindness of some of the sugar planters and others, and through the strenuous efforts of the ladies on the committee, they will soon enter a new building. It is octagonal in shape, with veranda all around which is enclosed on three sides for classrooms. It is beautifully located and furnished with all conveniences for the work for which it is designed. The plan, with the exception of a few modifications, was originated by Miss Guild, who had had charge of the school since it was first opened in May, 1895. The number of children has been so large of late that more than the one paid assistant was necessary, and Miss Guild has taken another young lady to train for the work. As there is no trainer here, she is obliged to give her assistants what training they have. The salaries are too low to admit of any more assistants. The kindergartner receives \$400 per year, and the one paid assistant, \$100.

VANCOUVER, British Columbia, may be far from educational centers, but it has its strong and earnest kindergarten champion, who is holding the idea before the good people of the far northwest. Miss Carrie S. Newman has become recognized as an able Froebel student through her published answers to Miss Blow's Mother Play study questions. Through great effort she has sustained a kindergarten of forty children, training her volunteer assistants. Out of the midst of the most discouraging circumstances, Miss Newman writes with characteristic zeal: "Our heart's desire is to see the kindergarten in all its branches firmly established here, and its advantages brought within the reach of every child, and we believe that in some way this will be done." Our New Year greeting to the brave Vancouver kindergartners—and may they have their heart's desire.



THE fond mother of three children was obliged to remonstrate with her oldest boy because in the children's games he would always take the lead and assign subordinate positions to his little brother and sister. The boy promised not to be selfish in the future. A few days later the mother, happening to go into the nursery, saw the two younger children engaged in amateur theatricals. The elder boy stood aside with arms folded, moodily watching them. "We are playing Adam and Eve," said the youngsters. The mother was much gratified, as she supposed that in this instance at least the boy had allowed his brother the principal rôle. She turned to the silent figure in the corner, about to praise him. "Who are you?" she asked. "God," was the answer.

**A Cure for Lying.**—*Trained Motherhood*, of New York, prints a long article on this vital question, which opens with this statement: "Anyone who has made a study of child nature must admit that, in bringing up a model of how to behave, it is best to select anything rather than another child, even if the instructor has to fall back upon the lower animals. Some writer, evidently brought up in the way he should go, tells of his mother's habit when helping her children to cold tongue at lunch time, of remarking impressively: 'This is a slice of a tongue that never told a lie.'" Here is a golden opportunity for some one to dip her pen into scathing sarcasm or dire condemnation and speak her mother mind boldly against all quack methods in ethical culture. Will not some patron saint of childhood speak to the editor of *Trained Motherhood* and advise him to watch the ethics of his contributors, lest they mislead us into believing that the "tongue which never told a lie" deserves the sad fate of being served cold in thin slices?

**Self-flattery.**—The tendency to make our own tastes the standards and our own characters the normal types of soundness and strength is both general and deep. Most of us are probably unaware of the extent to which we unconsciously flatter ourselves by giving prominence to our particular way of meeting events and dealing with them. Absolute honesty with ourselves is a very rare virtue; most of us shield ourselves from clear, uncompromising, relentless truth. It is sometimes both pathetic and amusing to hear the entirely unconscious expressions of conceit which come from the lips of those who have no thought of betraying their own self-satisfaction. This vein of conceit runs as a rule through all our comment upon other people; as we sagely reflect on their habits, manners, and characteristics we continually pay inferential compliments to ourselves.—*Outlook*.

**Bessie's Prayer.**—Little Bessie was four years old. She always said her prayers every night at mamma's knee. But this time after she had said, "Now I lay me" and had asked God to bless papa and mamma and sister Grace, to make Bessie a good little girl and mend poor dolly's broken arm, she did not get up as usual to be kissed and tucked into bed, but kept very quiet with her curly head bowed on the little folded hands. Mamma waited a few moments. All was still, not a sound but the clock. Then she put her hand on the little head and said softly, "Is my darling asleep?" Two round blue eyes met hers. "Oh no, mamma, I's dust waiting for God to answer me." Tenderly she lifted the little girl and tucked her in her little bed, feeling sure as she kissed the sweet baby face, that God and the angels were very near.—*Sally Porter Law*.

**In the Editor's Letter Box.**—We are having such an interesting time with our baby. She makes up her own words for things. May not this have been the origin of languages? For instance, fish, meat of all kinds

is "wish-how," mushrooms are "mitnops," birds are "boop," water is "ah-wah-wap," Florence she calls "Tish," and Mac is "Läddle." Candy is "nin." Her own name is "Liddle," and the names of most animals, are the natural sound they make, except a horse with her is simply the click we make with our mouth when driving. A light, as a candle, lamp, or electric light, are just such a blowing as you would make to put out a candle.

MISS MARY McCULLOCH, of St. Louis, spoke to a large audience of citizens in Little Rock, Ark., December 4, on the subject of the kindergarten. Miss McCulloch gave her services to help forward the work newly organized in Little Rock. The *Little Rock Gazette* said of Miss McCulloch: "She is a woman of broad experience as a kindergartner, having been in the work for twenty years or more, and has served as supervisor of the public school kindergartens of St. Louis for fourteen years. It avails nothing to urge that Miss McCulloch has no experience in motherhood or the rearing of a family. Many a teacher of the present-day schools may with all propriety presume to lecture a large per cent of the mothers of the land, for the excellent reason that they have devoted much time and earnest thought to the subject of child nature, child mind, and child development. The state of Arkansas has already made an appropriation for a kindergarten in the State Institute for the Deaf, which is in charge of Miss Kate A. Strouse.

DR. M. B. WARD, a Missouri physician recently delivered an able paper on "A Consideration of the Present System of Educating Boys and Girls in Our Schools, and its Relation to their Health and Development." He said: "No child should be permitted to attend any but a kindergarten school before seven years of age, and better still, not before nine, the variation to depend on the temperament of the child, provided there are no physical objections. A dull and phlegmatic child with good bodily vigor may safely be placed in school at the age of seven, while a highly nervous and active-brained youth should be kept out of school until a later period, even though the bodily development be fair or good, for such a child as the latter will certainly fail in health if urged too greatly. The demand of citizens for parks for the poor people is most commendable, but how much more important it is that large and pleasant tracts of land be provided for our public schools. And while discipline on the playground is commendable, too much restraint is worse than none at all."

**Free Kindergarten Work in New Orleans.**—The New Orleans Free Kindergarten Association was organized in April, 1897, and gives promise of great usefulness. It has under it the Diocesan Free Kindergarten, which for five years was the only free kindergarten in the city not connected with the public schools. The Jurgens Free Kindergarten organized last May is now also under the association. Each kindergarten can accommodate one hundred children daily. Miss Katherine Hardy, director of the Diocesan Kindergarten is training teacher of the association, and Miss Margaret Young, of the Jurgens, is assistant. Two new free kindergartens will be organized shortly, and a third is looked for in the spring. The training school has sixteen pupils and a new class is to be formed this January. The course, of two years' duration, is similar to that of the Louisville Free Kindergarten Association, of which Misses Hardy and Young are graduates.

RIVER FALLS, WIS., has had the loss of the Normal School buildings by fire. Miss Lucy K. Peckham, formerly of Duluth, is in charge of the

kindergarten department of the Normal and writes of the misfortune of losing all her professional books and papers in the burning. The kindergarten department was opened last fall, with a class of six students, a model kindergarten, and an observation class of fifty-five teacher students. Regular mothers meetings have been held during the fall, and a practical appreciation of their benefits came in the offer of several homes to receive the kindergarten after the fire. Such favor from parents comes because of their enlightened interest in the work.

DR. MARY JACOBI says: "I remember the remark of a certain lad that the three chief pleasures in the world were friendship, literature, and natural scenery. I felt that there was great promise in that boy when I heard that. Another case I recall was that of a little girl of four years, whose mother was accustomed to put her to sleep every night by reciting Tennyson's 'Bugle Song,' 'The splendor falls on castle walls,' etc. 'Come, mamma,' she would say, 'give me splendor falls!' I have often thought that at these moments her infant soul had caught the instinctive melody destined in after days to lead into the harmony of a happy girlhood."

**Vocal Training.**—Is there any way to receive vocal instruction in kindergarten singing through the KINDERGARTEN MAGAZINE? I feel a great lack of voice and expression in what are called our best kindergartners. I would like to make a plea for more stress being placed on what I believe to be the most important element in the kindergarten work. Our training classes should give more special time to vocal culture. The spirit of the kindergarten would be more speedily realized if this provision were made. Pardon my appeal, but it weighs deeply with me.—*M. R. S., Lee, Mass.*

**Make Believe.**—I have seen children who were made hypocritical by having their bits of kindergarten work so transformed into Christmas presents that they failed to recognize them as their own. Such articles should be selected that children could make entirely themselves. This coming to a Christmas party, dashing up the tree when your name is called, rushing to your mother with an unrecognizable object, and poking it at her as a present, made all by yourself, is dishonest. One of our boys took home a basket the other day, taking great pains to tell that he made it all himself, "but Miss B. put in the string."

THE St. Louis Froebel Society held the regular monthly meeting November 27. Mr. F. Louis Soldan, superintendent of the St. Louis public schools addressed the meeting, his subject being "Story and Literature in the Kindergarten." The lecture was both instructive and entertaining, the speaker making an earnest plea for the free use of stories well chosen, showing it to be the only way to bring the child near to the world in all its grandeur and open the gates of the invisible. The next meeting will be held the last Saturday in January.—*Nellie L. Paterson, Sec'y.*

It was in a New England town, and the teacher of a class of boys had, in common with many New England teachers, made a European trip. The pity of it—she could only think of Europe and talk of Europe, and praise the manners and methods of European countries. Even the lessons on patriotism were taught with European illustrations. At last the end of the term came, and the boys wished to make the teacher a present. What better choice could they have made? "A Man Without a Country!" The Yankee boy knows where he stands.—*Ten Times One Record.*

MR. OSSIAN H. LONG, editor of the *New York School Journal*, spoke before the Brooklyn Kindergarten Club in December on "The Eternal and the Evanescent in Kindergartening." Mr. Long emphasized what he considered essential and what superfluous and injudicious in the practice of American kindergartens. He stated: "The fundamental mistake is that schools are looked upon themselves as educators. The educator is the family. The schools only assist."

THE Lansdowne (Pa.) Round Table has secured the following excellent speakers for this season: Hamilton Mabie, Mrs. S. C. K. Rutman, Mrs. Maud Ballington Booth, and Superintendent Gilbert. The Round Table is a parents' study club of forty members, doing earnest, spontaneous work, with a wish to expand the interests of the community and increase the culture opportunities of busy mothers who cannot run to the city for such luxuries.

A LITTLE boy about five years old, too tired for anything but sleep, refused one night to say his prayers. His uncle, who was present, said: "Oh, Harry, would you go to sleep without asking God to take care of you during the night?" The little fellow answered, "I didn't say 'em last night, I ain't doin' to say 'em tonight, and I ain't doin to say 'em tomorrow night, and then, if nothin' don't det me, I ain't doin' to say 'em no more."

A HOUSEWIVES' tea was served in New York City by a King's Daughters circle, for the benefit of the free kindergarten. The tables contained useful articles—aprons, dust caps, towels, book covers, calendars, etc., all made by members, the majority of which are artistic or literary. The attendants at the booths wore the picturesque Swiss cap and fichu of the German housewife, with the neck of the dress turned back.

NORA was in her nightdress. Mrs. Strong, having given her a good-night kiss, reminded her gently, as usual, not to forget her prayer to God that she be made a good little girl. "Must I ask him that every night, mamma?" Nora asked gravely. "Yes, little one," her mother replied. Nora was thoughtful for a moment. "Mamma," she said in an injured tone, "is I such a dreffully bad little girl as all that?"

A SUGGESTIVE program was carried out by the Washington, D. C., Kindergarten Club, at the December meeting, the following topics being considered: "Kindergarten Ethics, or The Opportunity to Translate Kindergarten Theories into Practice," by Miss Louie Busbee; and "The Vocations of Wife, Mother, and Teacher are commonly those for which we receive no training," by Miss Grace Hall.

A DECEMBER calendar was hung up in a certain private kindergarten, which had a picture of Santa Claus on the first square, and a madonna picture on the last, indicating the trend of the month's experiences. This being in a well-to-do circle, an envelope was hung below the calendar to receive the pictures and tributes which the children might bring to fill in for the other days intervening.

A CERTAIN kindergarten father, who is also a busy down-town man, is known by his family and friends to set apart the time each year to go to the woods with the now nine-year-old Tom, and help bring home the Christmas tree. The men who think they must leave the entire responsibility of the Christmas spirit to Santa Claus and mamma, miss the fun.

THE meeting of the kindergarten section of the Michigan State

Teachers' Association at Lansing the afternoon of December 29 was presided over by Mrs. L. W. Treat, of Grand Rapids, with Miss Glara Wheeler as secretary, and was addressed by Mrs. C. F. Swift, of Lansing, and Miss Mary McDowell, of Chicago.

I CANNOT speak too highly of the KINDERGARTEN MAGAZINE and the good which it is doing. I find it very helpful, not only for myself, but for the mothers and teachers whom I wish to interest in the good cause. You have my most cordial wishes for the continued success of the MAGAZINE.—*Mary M. Breck, Portland, Me.*

THE kindergarten association of Columbus, O., maintains a model school consisting of a kindergarten, a connecting class, and a primary department in which the theories of the Froebelian philosophy are practically demonstrated. All training students have the privilege of observation and practice in the school.

A SMALL girl whose "green pod" is a hotel, reflected her environment in glowing colors in a bedtime interview with her mother. "Mamma," she said, "do all little children go to heaven?" "Yes, dear, I think so." "But, mamma, what will the hotel people do if heaven is full of children?"

BOSTON's great public library has a large and well-appointed room for the exclusive use of children. The books and magazines are on low shelves, and children have free access to them without the intervention of an attendant, though one is always at hand to be of assistance if called on.

**For Franklin's Birthday in the Kindergarten.**—A picture, 5½x3 inches, of the Franklin statue by Carl Rohl-Smith, which stood at the entrance to the electricity building at the World's Fair; on bristol board 9x6¾ inches for five cents, or on glazed paper stock, same size, for one cent.

A YOUNG teacher recently visited a certain Boston primary school and said at the close of school: "This school seems so different from the ones I visited before; it reminds me so much of the kindergarten." The primary teacher confesses that she considered this a compliment.

**Christmas Decorations.**—In our home kindergarten effective chains were made by stringing mountain ash berries. Also cutting the green reeds into inch pieces, and stringing them alternately, with cranberries. The children gathered the reeds and cut them ready for stringing.

ALAMEDA, California, has an organized mothers' and teachers' club, with Mrs. Helen M. Drake at the head. This meets the greatest need in the present stage of kindergarten work—that of interesting in an intelligent way every earnest adult in the community.

LORD BACON says: "Some books must be tasted, some swallowed, and others chewed and digested." The KINDERGARTEN MAGAZINE is *indeed* one to be digested that will give nourishment to mind and soul.—*Emily D. Wright, Lansdowne, Pa.*

A STRIP of denim of a harmonious color, may be stretched like a dado around the sides of the kindergarten room in a private house. The effect is good, and it provides a convenient wall on which to fasten the pictures and work of the children.

REPEATED inquiries come from far-away women, who wish to take the kindergarten training by correspondence. One writes: "I have taken a chart course in the Mother Play, but wish to extend my studies."

THE Philadelphia *Times* is facetious when it remarks: "That Congress of Mothers may discuss bringing children up, but it needs the fathers frequently to take some of them down."

THE kindergarten is not merely a place in which to make Christmas presents, but also useful, practical things.—*Ellen C. Alexander, Supervisor Chicago Public Kindergartens.*

MRS. RACHEL FOSTER AVERY, of Philadelphia, is prominent in the Mother's Congress movement, and advocates the circulation of small loan libraries to local clubs and circles.

THE Sunday-school class was singing, "I Want to be an Angel." "Why don't you sing louder, Bobby?" said the teacher. "I'm singing as loud as I feel," explained Bobby.

SISTER—There! you have candy all over your new suit. What will mamma say? Little brother—Well, mamma won't let me have any fun in these clothes till I get 'em spoiled.

MISS STELLA WOOD is organizing the kindergarten interests of Minneapolis, and in addition is carrying forward a special talent of her own—that of public story-telling.

THE mowing song and game in this number were developed by Miss Olive Russell in connection with the study of the grass mowing in the Mother-Play.

THE MAGAZINE grows better all the time. It is my "north star." With best wishes for continued success—*Sadie L. Montgomery, Emporia, Kan.*

MISS HELEN KINNIE, Director of the Domestic Science Department of the Teachers' College, deplores the "Sugar habit," which is distinctly American.

THE Reference Library and Reading Room of the Mechanical and Professional Trades at Auburn, N. Y., provides for kindergarten literature.

IF we could only keep from untwisting the morning glory, only be willing to wait and let the sunshine do it!—*Kate Douglas Wiggin.*

IS it the province of the kindergarten normal training to teach the methods of Herbart, or the methods of Froebel?

WHEN every child that is born is welcome, then heaven will begin on earth.—*Isabel Somerset.*

ASHLAND, Wis., has a kindergarten directed by Miss M. F. Slightam.

ONE vacation school in Chicago cost \$1,500 of citizens' volunteer money.

EDUCATIONAL principles are ignored because not understood.

MATHEMATICS is the highest touch of nature.—*Dr. Harris.*

THERE can be no true piety without energy.—*Pestalozzi.*

CHILDREN are what good men long to be.—*Amelie Rives.*

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 Child's Full Mental Power in Kindergarten Work. } **W. H. ELSON.**

**Vol. 10**

**FEBRUARY 1898**

**No. 6**

# KINDERGARTEN MAGAZINE



**PLEDGED TO MAKE THE KINDERGARTEN FREE TO ALL CHILDREN.**

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# KINDERGARTEN MAGAZINE

*Vol. X.—FEBRUARY, 1898.—No. 6.*

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## THE NECESSITY OF STIMULATING AND UTILIZING THE CHILD'S FULL MENTAL POWER IN KINDERGARTEN WORK.\*

W. H. ELSON.

**I**T is the aim of this paper to give emphasis to the importance of sociologic work in the kindergarten, and to urge that it furnishes unusual opportunities for the development of mental and moral power, and has especial value to the child in enabling him to interpret the complex social and industrial life about him. The contention of the paper is intended to apply to public-school kindergartens, or the school in which the kindergarten is an organic factor.

It is *not* the purpose to raise the question whether or not the public-school kindergarten differs in any essential feature from kindergartens operated under other agencies, but rather that the writer thinks of it as applying with especial fitness to kindergartens supported by public taxation. Perhaps it ought to be said that what the state undertakes as a matter of public policy, supported by a public tax, must show some valid reason for its existence, and must stand the critical test of an exacting public.

Wisconsin has wisely made the kindergarten an organic part of her public-school course, making four years the legal school age. Thus the public school assumes charge of the training of the child at four years of age, and continues him throughout the grades, the high school, and the university.

---

\*An address given before the kindergarten section of the Wisconsin State Teachers' Association at Milwaukee, December 30.

Not all the children reach the intermediate and grammar grades, a few advance to the high school, and an occasional one goes to the university, but all go to the kindergarten. This fact emphasizes the responsibility of the kindergarten, and makes larger demands for increasing its efficiency.

In the onward movement of the child from his entrance at four years there must be no breaks—the development must be continuous and the articulations natural and close. There must be no detached periods of growth; all must move in one continuous, harmonious chain to the highest development of the individual.

It is believed by some that the kindergarten suffers by being articulated with the primary school, that it is in some way reduced to the schoolish mechanism of the grades, and that it is robbed of much of its spontaneity and freedom by reason of this relation. The writer does not share in this belief. That this sometimes occurs is not doubted, but that conditions make it necessary that it should occur is not believed. On the contrary, it is believed that this relation makes even greater demand upon the kindergarten for a more vigorous growth, for an atmosphere of not less joyous activity, and for even greater emphasis upon the practice of complete living in obedience to the law of a generous and purposeful will. As the primary school has profited by the kindergarten, so does the kindergarten learn from the primary school, and both in a spirit of mutual helpfulness are to be articulated and brought into harmony, constituting one continuous, unbroken chain of development in the child's unfolding life. Both may increase their efficiency by increasing the strength of the mental diet upon which the children are fed, and by a wiser adjustment of the work to meet the requirements of modern conditions of life.

In the domain of child development two factors are fundamental—one is found in the nature of the child, the other in his environment. The demands of the child's nature, and the demands of the civilization into which he is born constitute the two fundamental requirements of the school. It is of the environment that I wish to speak.

In the past few years great changes have been wrought in industrial and social life. The developments of modern science have almost revolutionized the industrial world, and wrought wonderful achievement in every department of human labor. The physical sciences furnish the conditions which lie at the very foundation of industrial progress, and this remarkable industrial evolution is due, in large part, to the invention of machinery which takes the place of hand labor. The result is the aggregation of capital, the construction of large manufacturing plants employing large numbers of workmen, making a large output at a small margin of profit on the individual piece, and utilizing machinery to the fullest extent possible.

This concentration of capital and labor has led to the growth of large cities. The children of today grow up in cities rather than in the country. What this means to the business of child training is more or less apparent to every thoughtful person.

In the days of your childhood, and of mine, in every little village and at many crossroads throughout the country there were little shops where manufacturing was carried on in a small way. There were the wagon maker, the blacksmith, the cabinetmaker, the shoemaker, etc., who planned, designed, and made various articles pertinent to their respective industries. Where are these men today? They are working in large manufacturing plants in which many men are employed, holding bits of wood or iron upon a piece of machinery which is to perform a certain small part in the manufacture of these articles. Today they are working for salaries; then they were proprietors. Today they are required to do a minimum amount of thinking; then they were designers and planners, called upon to exercise their inventive and constructive genius to its full limit; today someone else does the thinking, the designing, and planning, hence they are not called upon to adapt means to end, to meet exigencies, to use judgment in buying and adapting materials to certain definite ends. Then the child played in his father's shop, learned the uses of tools and

the value of work, and further on, if a boy, joined his father in the work of the shop, if a girl, joined her mother in making useful articles for wear, and thus gained skill in hand work and learned to respect hand labor. Today, the father instead of taking his boy with him to his shop, goes to the factory, taking his dinner with him. He sees his family only of mornings and evenings. The boy is left to his own devices—there is nothing for him to do. The girl must work, if at all, in an office, a shop, or a store, away from home and away from her mother, at a work that is in no sense domestic.

What are some of the results of these far-reaching changes in our industrial life?

Is it not the business of the school, and of the kindergarten as the most responsible stage of school work, to take note of these changes and adjust itself to them? It is certainly the business of the school to counteract in so far as it can the weakness of the social order.

Is it not worthy of consideration that the social order has little in it which stimulates and calls out in the everyday workman his inventive and constructive genius? Should not the school, recognizing this tendency, give especial attention to the development of these powers in children?

Does it not mean much that there is nothing in the home conditions of children that teaches respect for work and the ability to adapt means to end in any kind of hand labor? Does it not suggest that the school should increase enormously the amount of hand work and manual training now offered children?

Is there not danger that individuality and self-assertion be weakened and crushed in this age of machinery, in which the man is of so small concern and the machine of so large concern; in which he is a position holder, not a proprietor? To the school this tendency of the social order suggests that the sacred precincts of self-assertion and individuality in the child are not to be invaded by the school; on the contrary both are to be stimulated and guided by reason and insight, and the habit of coördinating (not subordinating)



himself with others in common achievement is to be fostered by the daily work of the school.

But the great significance of it all for the kindergarten and the primary school is the fact that these industrial changes have served greatly to add to the complexity of our civilization. The result is a highly systematized, highly organized social and industrial unit. Into this complex civilization the child is born, and it is the business of the school to fit him for life in this civilization. He is to interpret it, he is to make its thought and purpose his own thought and purpose, and is to adjust himself to its conditions and requirements, and ultimately, in helpful coöperation with his fellows, to become an active agent for bettering the social order in which he lives and moves.

The first duty of the kindergarten then, is to aid the child to an intelligent interpretation of the civilization in which he finds himself, and to a rational appreciation of his own relation to it. This is to be found in a study of the industries, their relations and mutual dependencies, each contributing to that complex thing which we call the industrial unit, each related to every other, and all closely related to the personal welfare and comfort of the child. These are the things which the school must bring to the consciousness of the child. He should be made to *feel* the contribution which each industry makes to his own personal well-being.

This sociologic study emphasizes the dignity of all human labor, the importance of all industries. It emphasizes the relation which his life bears to the lives of the "toiling millions" the world over, and will lead him to feel that the privilege to enjoy the benefits of human labor imposes the obligation to contribute something to the common weal. The child is thus put in touch with his surroundings and the lesson of helpfulness to others is made effective. To lead the child to habitually render service which shall benefit his fellows is to establish in him an abiding attitude of benevolence. No other study affords so rich a field for awakening the touch of kinship as this sociologic study.

The child's relations to his fellows and his responsibility

to them furnishes the basis of the sympathetic coöperation which our complex civilization imposes upon everyone. No one can live unto himself—there is no place for the isolated man; and in the years to come as our civilization becomes more complex, how much more apparent will this fact become. Only in helpful coöperation with his fellows can one hope to get on in the modern world. To coöperate with his fellows in social life purposes—to grow into the habit of intelligent, sympathetic, and coöperative social living—is the demand of our modern civilization.

But some one says that in all well-ordered kindergartens and primary schools children are led to trace their daily bread back to the small grains of wheat, the sowing, the mystery of growth, the help of the sun, the air, the rain, the earth, etc. Many men have worked long and faithfully to provide them with so simple a thing as bread—the farmer, the miller, the grocer, the men on boats and trains, etc. They trace in orderly fashion the steps in planting, growing, reaping, threshing, grinding, baking, etc., and in this way not only come to interpret the complex life about them, but come to see also the mutual relations and dependencies of these various industries, the necessity for coöperation in work, and how it is all related to their own personal well-being. On the side of mental training there is forming the habit of orderly, logical thinking, the finding of relations, the tracing of causes to effects, and the grouping of ideas about a common center—all fundamental factors in the growth of mental power.

True enough: I would only emphasize its value, magnify its importance in the mind of the kindergartner, and make a plea for the better doing of it. There is no kind of work in the whole range of the kindergarten that so stimulates and expands the growing mind of the child and calls out his full, spontaneous, individual power in vigorous thinking and in benevolent purpose as intelligent and efficient sociologic work. It may be considerably emphasized in most kindergartens with good results and without detracting from the efficiency of the work in other and conventional lines—e. g., in number, form, color, expression, etc. But most of

all would I have the kindergartner and primary teacher magnify many times in her mind the value of this phase of work, and the especial need for it which is imposed by the complex and highly systematized civilization in which we live.

The kindergartner who does not see that an evolution in kindergarten work is on, which substitutes a rich sociologic study, and a genuinely sympathetic appreciation of the child's position in the world, for the sickly sentiment and the play upon the surface of things, which has too often characterized kindergartens, will some day awake to find herself, Rip Van Winkle-like, years behind the age in which she lives and moves.

There is a growing demand for a vigorous and discriminating presentation of sociologic work in the kindergarten, and this makes large demands upon the ability, skill, and the intelligence of the kindergartner. To grasp the whole social and industrial fabric, to clearly and logically analyze it, and so present it to the little child as to lead him to interpret its meaning and to appreciate his own position with reference to it, is no easy task, and calls for no small degree of ability in the teacher.

It is not of the sort of thing that can be pigeonholed and drawn upon at will; it calls for spontaneity at the moment of presentation, and opens a rich and resourceful field to the teacher who is herself resourceful.

It awakens and intensifies the child's interests, stimulates purpose, invites coöperation and helpfulness in relation to others, expands his horizon, and makes him a citizen of the world, and in the doing has made possible the stimulation and utilization of the full mental power with which each child is endowed.

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#### SLUMBER SONG.

THY barque is now a-sail,  
A cloudlet from the sky;  
Step in, and thou wilt float  
To the land of Rock-a-bye.

—*Selected.*

THE CHILD CITIZEN.  
HOW PATRIOTISM MAY BE TAUGHT IN THE KINDER-  
GARTEN.

MARY STONE GREGORY.

**W**HY should the principles of patriotism be taught to young children?

Is it not too grave an emotion for their years? No! Patriotism is but one manifestation of love; love is the natural atmosphere and expression of the child's soul, therefore all feelings based upon it may be awakened and fostered in him in a degree proportioned to his stage of development.

The educational aim of today is to lay the foundations of good citizenship through character building; that fact alone justifies the demand that every mother and teacher from the kindergarten to the university should instil into the hearts of all pupils the principles of patriotism—namely, love, loyalty, and service to their country through love, loyalty, and service to their countrymen. When such educational training is universal the unpatriotic Anglomaniacs of today will have become extinct as a passing phase of life in the new world.

Patriotism underlies good citizenship. If rumors of war, or war itself (which in common opinion are the great incentives that stir the patriot's heart) were eliminated from the history of the world the need to teach patriotism would not be abolished. "Patriot truth would still her precepts draw, pledged to religion, liberty and law." Those words spoken by Joseph Story in 1779 would still be an appropriate motto to place upon the wall of the schoolroom or the hearthstone of the home. War is an infrequent and passing phase of a nation's history. The vital question at stake is quickly settled in a general way; but grave problems remain to be met when peace, as cessation from war,

broods over the land. Then true patriotism meets its sternest test. The battles of peace are longer and fiercer than those of war.

The children of today will soon be the men and women of tomorrow; it will be their privilege and duty to mold public opinion and to frame the laws. Let the principles of patriotism be wrought into their very being, that they may be able to meet the serious questions that are ever rising in congress or state legislature and city government with the power of wise discrimination between the claims of demagogues and the good of the people. Lack of such discrimination creates one of the greatest dangers that threatens the permanency of our republic. Thus far in the history of nations one republic after another has been undermined and finally overthrown through the spirit of self-seeking sacrificing the many to the corrupt ambition of the few. Shall not we heed the warning and avert a possible similar fate through establishing a higher standard of citizenship? It can only be done by educating the children—by placing before them high ideals of patriotism.

Milton spoke with the voice of a prophet when he said, "Childhood shows the man as morning shows the day." Wordsworth uttered the same truth in saying, "The child is father to the man." The poet perceives and feels intuitively many a truth that the scientist recognizes and formulates only after keen observation, exhaustive comparison, and logical reasoning. Although child study as a scientific branch of educational investigation is of recent date, all educators have recognized the value of early impressions. Aristotle declares that children in their play may be taught principles of law and order that will tend to make them law-abiding citizens at a later period in life. In view of the fact that in the natural course of human development all conscious thought and action must have their origin in unconscious manifestations of mind and body, the mother and kindergartner must early instil principles of good citizenship into the child's mind and heart.

How teach patriotism to the young child?

It must be done through play, which is the natural medium by which a child receives impressions and gives expression to them. Savonarola says man knows that which he does. If that is true in ethics and religion, it is equally true in the early training of children; the child knows that which he does, therefore let him illustrate in play the experiences of his forefathers.

During the first month or six weeks of the kindergarten year connect the morning talk, work, and play with the homes of which the child already knows something, beginning with the homes of the human family, then of the birds, squirrels, ants, and bees. The idea of the universal need of the home, which is based upon love, will lay a natural and therefore, to the child, an intelligible foundation or reason for the perilous journeys made by our forefathers into unknown regions, of which he is later to hear. Most of the explorers of new countries have been seeking a place for new homes, or for products or treasure that would add to the comfort of homes already established.

Through his own experience of home life the child may be led to recognize in some degree the powerful, irresistible impetus that social life as represented in the home has given to all discoveries, to all progress. The sacredness and importance of the home should be associated in some way with the entire work of the year, for the home is the corner stone of civilization, of the school, church, and state.

In the first week of November as an introduction to the story of the founding of our own country, tell the children of the time when the people across the great ocean did not know of this country, as no one had ever crossed the sea that lies between them and us.

If the sand table is lined with zinc (as it should be) it will better represent water than will a mirror and with less distraction to the children, some of whom are always seeking in it the reflection of their own or other faces; or the children can make a very good representation of water with a wash of water color on gray paper; their irregular stops with the brush add to its wavelike appearance. The ocean

will occupy the largest part of the table; on one side represent the coast line of our own country, on the other that of Norway, allowing the children to pile the sand into hills and mountains, cutting out the little rivers or fiords through which the Norseman rowed or sailed out into the ocean and came to our country.

The ships of the Vikings can be made in clay by the teacher, be furnished with paper sails, with the rows of oars made of sticks fastened into the sides. The children can make others from this model, and so complete the little fleet that first visited our shores and discovered a place which they called Vineland; it can easily be represented with sticks and green tissue paper.

The Vikings may then return to their country, as they did not wish to stay here; indeed they did not intend to come here when they left their own homes—they only sailed on and on, and were really blown by the wind much farther than they knew. The absence of deliberate action on their part will lend added interest to the persistent determination and bravery of the next great explorer, Columbus, and the only additional one that I would mention, following Froebel's injunction to "limit the child's world in order to co-ordinate his impressions."

Next present and illustrate the story of Columbus, showing the picture of him as a boy (in the famous statue); also one of the man who, though poor, was so sure that there was a country on this side of the great ocean that he had the courage to ask even the king and queen of Spain to give him ships and men to help him find it. Show pictures of Ferdinand and Isabella; tell the story of Columbus' success; make models in clay or cardboard of the three ships with the national flags upon them. Again the sand table will represent the same ocean, but with quite different ships from those of the Norsemen. On one side of the table represent the coast of Spain, on the other our own (now becoming familiar to the children), with the island which he reached after his perilous voyage, emphasizing the courage, patience, and perseverance that enabled him to succeed in

his great undertaking. Tell the story of his landing, representing the union of loyalty to his country and devotion to his religion, as the children make and plant the cross under which he took possession of the land; then the story of the natives; make their homes, easily done by the children with sticks covered with colored paper or pieces of old kid gloves; the older children can weave in twigs and grasses for the covering; then his return to his own country and the honor that he received. I think I would not tell of his subsequent fate, as it is better to keep before the young child ideals of courage and success rather than instances of failure and ingratitude.

Next the voyages of the Dutch, French, and English, always on ships bearing their own flags. Children can fold ships and make them bearing the national flags of today (to avoid confusion in the child's mind). The landing at St. Augustine, the land of flowers, is easily represented by the children in folding little flowers of the many-colored parquetry papers, pasting them upon the inch sticks and planting them in the sand. Palm trees may be made of green paper and sticks. Next the settlement at Jamestown, 1608, with stories of the courage of the people who came to seek a new country.

The principal thought and interest should be directed to the settlement at Plymouth, because of the high purpose that prompted it—individual freedom of thought, made intelligible to the child. Add England and Holland to the sand table, with the windmills, canals, and bridges of the latter country. Pride of ancestry may here be fostered, for these brave people were the founders of our country. A very exact model of the Mayflower may be made in cardboard, or the children may make it of clay or paper. Describe the journey across the ocean and the birth of Oceanus. The landing of the Pilgrims can be well illustrated in the sand table and with pictures. The first homes, churches, and schoolhouses of logs can be made of clay molded around sticks or wires by the older children; the little ones can make logs of the cylinders of the uncolored Hailmann



beads strung on sticks, fastening the ends of them with moist clay. Make the homes of the Indians; tell of their customs and dress. I would not dwell upon the relations of the Pilgrims to them, as they were not entirely creditable, and the young child could hardly reconcile the inconsistency of the actions of a Christian people who came to the new country to escape oppression and cruelty. Dwell upon the courage of the Puritans and Pilgrims in overcoming the obstacles of nature.

Lead up naturally to the first Thanksgiving, and the love that our forefathers were beginning to feel for the country they had made their very own through suffering and privation, thus leading easily to the great struggle they had, at a later period, to make for complete possession and freedom.

As the little child at first sees objects in outline or as a whole, with no eye for details, I would give him only a general idea of the causes that finally prompted the colonists to separate from the mother country. They wanted to make their own laws, have their own flag and not pay away their hard-earned money in unjust taxes. In a word, they wanted to be a nation by themselves. England would not allow them that privilege, therefore the war. A few words are sufficient to arouse in the child nature the dominant characteristic of human nature—a desire for conquest and independent action. For incidents that led to the final outbreak, the stories, and representation in the sand table, in clay, or picture sewing, of the hiding of the Charter, and the Boston Tea Party would be sufficient.

The story of Washington should hold a prominent place, especially his character as boy and man that made him worthy to be the people's choice for a leader. His taking command of the army can be represented well in the sand table, with the branch of an elm tree and paper soldiers in Continental uniform, to be found in all toy stores; the children to cut them from the sheets and place in military order.

Much should be made of the Declaration of Independence, but it must be illustrated with good pictures of Jefferson, of the signing of the Declaration, of Independence

Hall, and the Liberty Bell. Children can make the bell in clay or on sewing cards, and a large bell may be rung in the kindergarten just after the proclamation of independence. "What man tries to represent he begins to understand."

All of the horrors of war, of battle and carnage should be kept in the background; enough only should be said on the subject to illustrate the courage of the soldiers, the bravery of the leaders. The motive and end should be made more prominent than the terrible but unavoidable means thereto.

Lafayette should be one of the heroes, to show that other people thought we were right and were glad to help us. Thus the worthiness of the cause would be prominent rather than the method of establishing it. The story and easy illustration of Paul Revere's ride will serve to fire "the shot heard round the world." Bunker Hill monument may be made in large size as coöperative work, each child to lend a hand in its construction—a little guidance will enable each one to prepare his block of stone made of clay. It may be reared in the sand table and afterwards removed to a permanent place in the kindergarten. Valley Forge with its camp life should serve as a background to bring out the love and trust that existed between Washington and his soldiers, caused by his sympathy for them, and the love of liberty which was the bond of union that held them together through the long years of the war, rather than to portray the misery and agony endured there.

The story of Arnold's treason may be made a most impressive lesson. The fort at West Point may be represented in the sand table, although I would prefer to use only pictures of him and André. The evacuation of Boston and the final surrender of Cornwallis would be interesting occupation at the sand table. Again the toy stores would supply the soldiers in red coats and blue. The British soldiers can be placed in boats and return to England.

From the beginning of the kindergarten year the flag should be ever present in the room, and daily in the hand of the leader as the children march. The song, "Oh, Flag

of the Bright Stars and Stripes," which is adapted to the tune of "Columbia," and the hymn of "America" should be among the first songs taught to the children. They having already learned to honor and love the flag, will at this period in our history be interested in the story of the making of our first flag. They may be led to feel pride in the fact that while the mothers, wives, and daughters of the brave soldiers could not share their sufferings in camp or battle field, they were just as brave in staying at home alone to till the farms and care for the little children. This will introduce the thought of some duties influencing public good. They will certainly feel a thrill of pleasure in hearing of the making of our first flag, which General Washington and others designed with stars having six points upon them. When they took the design to Betsey Ross, in Philadelphia, that she might make the flag, she asked to have the six points changed to five, because the English used six-pointed stars. Her patriotism prompted her to propose a change that gave us a distinctively national flag. In coöperative work let the children make two flags—the first to be like the first flag with the thirteen stars; then another like the flag of today—each child to paste a star in the field until the forty-five are placed to represent the growth of our country. Our children are prouder and fonder of this flag, which we have made in all of our kindergartens, than of any other that they have. Place the two flags above a good and large picture of Washington. As the children march they should salute the flag.

The war being over and independence secured, speak of the new duties, greater responsibilities, that came to the people as the birthright of independence. The soldiers were glad to go home to take care of their families; but the country must also be cared for. Just as the army had to have a general, so the country must have some one at its head. As during the war the men from all the different colonies came together to follow one leader, they decided that all of the colonies must have one president. (I know by experience that the children will voluntarily choose

Washington for that office.) The personal responsibility of each man to vote for the best man for that office can be easily illustrated by asking the children which they would have voted for—Washington or Arnold. If these characters have been faithfully portrayed, the kindergarten miniature world will present the unique experience of a unanimous vote for a president. The responsibility of office and the importance of keeping a promise may be made impressive in having a President's Day, with its parade, music, and flags, ending with the story of the oath of office or promise to serve his country faithfully, made by the president. I have introduced this successfully on the fourth of March in kindergartens, which we made a grand President's Day, building the capitol and White House with kindergarten blocks, and having the parade.

Last February, immediately after Washington's Birthday, we had a Flag Day, making the flags of other nations, thus giving the children a dim comprehension of true patriotism, which is not restricted to one country alone, but includes the motherhood of nations, recognized and honored through their flags. They still decorate the kindergarten, and the children delight to have them, especially those that bear our colors although differently arranged.

The responsibility of impressing the little child with the sacredness of a promise must ever rest with the mother and teacher; it can be done only through the effect of the personal relation existing between them and the child, through the example of promises wisely made and *always* kept, for "one showing to the eye is worth ten hearings to the ear."

#### WASHINGTON'S BIRTHDAY.

**C**HILDREN, sing to Him whose hand  
Rules and guards our native land;  
Lift your joyous voices high  
To our Father in the sky  
For the cheery bells that swing  
And for freedom peal and ring,  
And for nation's peace and wealth,  
For our gladness and our health.

—Margaret E. Sangster.

## THE EVOLUTION OF A PRIMARY TEACHER.

### CHAPTER V—LO! HERE, LO! THERE.

KATE L. BROWN.

**T**HE Primary Teacher sat in a little green rattan rocker by a glorious fire on the hearth. A small boy was curled up on the rug at her feet, and a maid of about the same size nestled in her lap like some contented kitten.

The small boy's usually restless head leaned back upon the friendly knee in its immediate neighborhood. The two chubby arms of the cuddling lassie were twined about the Primary Teacher's neck, and she took a peculiar pleasure in that sweet yoke.

The children were listening to a portrayal of the character and accomplishments of a certain adorable kitten who lived in the same house with the Primary Teacher. She was young and graceful, with the most affectionate of dispositions and the glossiest of coats. Her eyes were like two drops of golden honey and her pink tongue daintier than a fluttering rose leaf. But alas! this incarnation of so many feline virtues had one fault — she *would* go out of nights notwithstanding the tearful remonstrances of her little mistress.

"I s'pose" remarked the boy, "that she goes out to fight. All cats are fighters, it's their nature, but a striped cat is the worst one of the lot."

"Oh no, George," piped up the girl voice, "they don't do it because it is their nature, but because it's their *duty*! I s'pose they think they must have peace sooner or later."

The Primary Teacher gave a little gasp; even with her growing experience she was never quite prepared for the chance observations of exceptionally clever children.

What she would have said or done will never be known,

for the Confirmed Growler advanced to the fireside with a cheery "Bed time, my chickens. What, don't want to go? Think, Miss Primary Teacher has played with you and told you stories almost every moment since she came. You don't want to tire her so she will never come again, do you? Say good night, my laddie. Thank your story-teller, sweetheart, and run before the sandman catches you."

"Oh dear Miss Primary Teacher, will you tell us about 'The little rid hin' and 'De tar baby' and 'The little angel with the broken wing,' next time?" pleaded the girl, still closely clinging. "And 'The land of Jamboree' and 'The dog who wished to earn his living,'" chimed in the boy.

The Primary Teacher promised and the twain crept upstairs lingeringly.

"Did you hear that remark of Adelaide's just as you came in?" asked the Primary Teacher as the Confirmed Growler settled comfortably into his chair.

"Only a bit of it—just enough to realize that the lassie was delivering herself of one of her peculiar observations. 'Tis the strain of Celtic blood in her; one of my wife's grandmothers was born and reared on a remote isle on the western Scottish coast."

The Primary Teacher repeated the entire conversation and her friend seemed amused. "I can account for that," he said. "The air has been full of the spirit of February twenty-second and the preparations for it. We hear of nothing but George Washington, and armies and fighting, and the American flag."

"Don't you want a light, Sydney?" said My Lady, entering the parlor in company with the Supervisor and Miss Royal.

"Please don't have a light," said the Supervisor, sitting down on the rug like any girl. "Margaret" (to My Lady) "doesn't this remind you of our old school days?"

"Yes, indeed," said My Lady, groping for a chair for Miss Royal, then dropping down beside her friend.

"It seems too bad to send those little Parsees upstairs to a dark room and bed, while we luxuriate in this glow,

doesn't it?" said the Confirmed Growler, stretching out his hands to the dancing flames.

"It was high time they went," said My Lady severely, "and our duty to send them."

"Sometimes I am in a dreadfully chaotic frame of mind as to what is my duty toward my own children," said the Confirmed Growler pensively. "It often seems as if doing your duty means to deny everything the little rogues enjoy, and insist upon everything they particularly loathe. Now who of us would prefer going up to a dark room fully aware that the fire he adores is blazing away gloriously below? Who of us would willingly isolate ourselves when the company we enjoy is at hand?"

"Sydney," exclaimed My Lady with indignant emphasis. "I know just which way your mind is tending. It is fortunate that my poor children have a mother who is sure of her duty and strong enough to enforce it."

"Yes, dear, you are right, as usual," said the Confirmed Growler meekly; "but you are fortunate in having a clear perception of duty. Now I own I haven't. I remember that I adore the fire—that I hate to go to bed—always, ("and to get up," came from the hearth rug maliciously), and that I love good company. Now shall I blame my children for exactly sharing my prejudices?"

"This interests me," said Miss Royal, "because it shows a tendency. I won't attempt to decide upon the delicate point in question, but will venture to assert that our sympathy for childhood is perfecting itself, because it is studying childhood's needs rather than theories. On the other side, our general dealing with children is becoming a worthier page of history because it is permeated with sympathy. How few people twenty-five years ago ever thought of asking what was agreeable to a child?"

"People had not begun to realize that a study of the things children do spontaneously, may reveal the law of their natural development," said the Supervisor, thoughtfully.

"Do you know," burst out the Primary Teacher, impul-

sively, "when I realize how much time children spend in school doing the things they care little about, it fills me with wonder and admiration at their patience under it all."

"It is true we older mortals would not submit," said the Confirmed Growler. "Let us sit an hour or so at a lecture or convention and how tired we get. If the sermon is prosy or the lecture dull how restless we are, and how indignant with the speaker. Now compare this with the sturdy philosophy of the average child, who is perhaps no more inspired by his five hours of school work."

"When I began my teaching, if I succeeded in keeping the children busy I was well satisfied," said the Primary Teacher. "Now this comforts me little if I am not sure that the occupation is in itself worth doing—educational, I suppose one would say."

"You are on the right track," said the Confirmed Growler approvingly. "And you are in a large and ever-growing company," added the Supervisor. "When this problem is solved, Miss Primary Teacher, there will be great rejoicing all along the line."

"When I was a child," said My Lady, "we were let alone. No one ever thought about our development, unless it was the good God. Now these days that is about all we do think of. I suppose it is an advance step, as Sydney says, but I must own that I don't want my children experimented upon continually as they will be now they go to school. One day they come home and report that their eyesight has been tested, another that they have been weighed, and still another that they were measured in various directions. Of course I can't possibly object to that, but I do draw the line when my children are urged to give their ideas of God, heaven, hell, the angels, etc. Adelaide said that she had never been to heaven, but she had been to New York. George confessed that he didn't know God—that he was one of his father's friends, but he hadn't met him yet. Now I'm not a heathen, and I haven't trained my children to be in dense ignorance of these great themes; but I do protest against some one else experimenting with their con-

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sciousness, and expecting ideas and convictions before they have evolved any clearly defined ones on the subject."

"We must all agree with you," said the Confirmed Growler soothingly, "and we must forgive any misdirected zeal on the part of the workers. Genuine child study is a noble thing and one of the most hopeful signs of our times. The chaff will gradually blow away and we shall find the solid kernel in its integrity."

"Your account makes me think of a case that came under my notice not long ago," said the Supervisor. "Even in this staid old city we have the extremest devotees to certain cults. Over on the south side is a school where the instruction and occupation are grouped about one central idea. For example, one class is devoting itself to the 'Hiawatha' subject. Everything done in some way grows out of that story and its conceptions of primitive sylvan life. You can imagine what it must be to eternally dwell upon one theme, however interesting."

A small boy who had endured the strain very philosophically found a toy birch-bark canoe in his Christmas stocking, and amazed his family by throwing it pettishly to the farther side of the room. When reproved and told that everyone had thought he would be so pleased with a canoe like Hiawatha's, he began to cry, and roared that he didn't want to hear any more about that old 'Highwater,' he hated him."

When the laughter had died away the Supervisor remarked that 'Miss Blow in the January *Review* has hit the nail upon the head in this very matter. She says: "In general, is it not true that the surest way to repel sympathy and disgust imagination is to be continually harping upon your chosen theme, and that therefore if you wish to provoke antagonism against any ideal, the way to realize it is to make the children sing, play, build, sew, weave, and model illustrations of it?"

"I presume Miss Blow refers to the excessive or immoderate use of such things," said Miss Royal. "People would be withstrained from that if they did but remember

how slight is a child's natural power of attention, and how it roams like the honeybee from flower to flower. I have been interested in the experimental schools where children were allowed to follow their own natural tendencies absolutely as long as they were not vicious. And the sole object of such schools was to prove how far the natural tendency may be safely encouraged. Interesting, indeed, but I doubt if I should be public-spirited and altruistic enough to be willing to furnish my own children as subjects for experiment."

"I suppose the weakness of such a plan lies in the complete ignoring of the principle of obedience. In such schools no attention or effort is recognized that does not spring from interest. Authority weighs for nothing. A child may properly chatter, sing, scuff his feet, walk out of the room if he likes. If you cannot charm him into an interest in the subject, you have no power to exact at least outward behavior and attention."

"I believe we are all too afraid to expect great things of our little ones," said Miss Royal. "The child frame is puny and his strength insignificant. But his spirit is mighty. He is so anxious to *do* in proportion to it. Why, just see how the Heavenly Father trains his children! He is all the time prompting to heroic deeds, urging us on despite our failures. He does not make the way soft, always, nor consult the individual wish. We are compelled to learn obedience on every hand — hemmed in, often pricked by many a thorn in order that we may learn what a noble thing it is to obey, and that the only freedom is the loving compliance to law as we discover it, because law exists for the perfecting of our entire being."

"That is law and gospel in one word," said the Confirmed Growler, his voice, with a note of emotion, penetrating the scented twilight of the room. "This is an age of discovery and experiment and we are all too apt to be led by the cry of 'Lo! here, lo! there.' But it is good to come back to the old, safe, rock-firm truths, for they are the foundation after all. And we will never be discouraged, because

we so often make these side trips and have to retrace our steps. We will remember that there are still higher levels ahead and 'Greater things than these shall ye do also.'"

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## SOUTH FLY THE BIRDLINGS.

JUSTINE STERNS.

**S**OUTH fly the birdlings; the flowers are sleeping;  
Cold is the wind, and the trees are all bare;  
Under leaf blankets the wee seeds are creeping;  
South fly the birdlings, for summer is there.

Down fall the-snowflakes, each light as a feather,  
Dressing the trees all in shining white fur,  
Keeping the flowers in all kinds of weather  
Safe from the wind with his whistle and whirr.

[Interlude of wind whistling.]

Warm grows the wind, and the rain hammers daily,  
Making small doorways to let in the sun;  
Flowers spring up, and new leaves flutter gayly;  
Back fly the birdlings for Winter is done.

[The children who are not birds are trees, flowers, or seeds.]

# The Chickadee's Song.

HARRIETTE M. MILLS.

ELSIE A. MERRIMAN.

1. Lis - ten now to the snowbird's song, As he swings on the branch of a  
 2. "The children throw me crumbs to eat, When I sing my chick - a - dee.

The first system of musical notation for the song. It consists of a vocal line and a piano accompaniment. The key signature is one sharp (F#) and the time signature is 6/8. The vocal line begins with a treble clef and a key signature of one sharp. The piano accompaniment begins with a grand staff (treble and bass clefs) and a key signature of one sharp. The lyrics are written below the vocal line.

tree, chick - a - dee..... "What care I for cold or storm?  
 dee, chick - a - dee; My coat of feath - ers keeps me warm,

The second system of musical notation. It continues the vocal line and piano accompaniment from the first system. The lyrics are written below the vocal line.

I am hap - py and I am free; chick - a - dee,.... chick - a - dee.  
 So I am hap - py, you see, you see; chick - a - dee,.... chick - a - dee."

The third system of musical notation. It concludes the song with a final vocal line and piano accompaniment. The lyrics are written below the vocal line.

## WHAT SHALL BE DONE TO AVOID TRANSITION WORK?

MARY F. HALL.\*

**I**T is unfortunately true that representatives of each class of schools are sometimes partisans, who criticise, and who judge and condemn every other class. A large amount of zeal and nervous force is foolishly wasted in the creation of rivalries and antagonisms which were better employed in seeking common grounds of work. For this lack of coherence and relatedness exists today because there never has been any essential and organic unity. We are developed to that point where we see and feel the need of unity, and realize the enormous educational wastes entailed by the want of it. The eye is beginning to see that it can no longer say unto the hand, "I have no need of thee!"

The schools have been born and brought up under the control of all sorts of parents and guardians and environments, just as individuals have. The orphans have suffered from the arts of Fagin, the brutality of Squeers, or the triumph of some other kind of ignoble quality.

We have passed through several evolutionary stages, and outlived some "types." We have seen the fittest tending to survive; and also, and perhaps oftener, noted powerful tendencies to degeneracy and reversion to the "original type." Some of us may have seen the dodo. Possibly we have had personal relations, and of a pleasant character, with the ornithorhynchus or the pterodactyl. This is one way of saying that we are in process of evolution, and that, fortunately, the most of us are not finished. But there is, it is said, a pedagogic Australia where may be found finished characters not revised or improved during modern times.

All these classes of schools, save the kindergarten — and this is historically true! — started on their course either with-

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\*Supervisor public-school kindergartens, Milwaukee.

out any theory of education, or with a very imperfect one. The cloistered learning of the middle ages bequeathed us the humanities, and for a long time the quiet of "academic shades" was unbroken by the laboratory and the workshop. To many generations of men, as to some today, anything except the humanities, as factors of education, appeared in as questionable a form as did Bacon's philosophy to his king, who compared it to "the peace of God which passeth all understanding."

The schools have been conservative, both with the wise conservatism that preserves the real achievements of the race, and the foolish conservatism that superstitiously guards forms that are utterly dead, and which ignores the imperative call of new times and new conditions of living for radical reconstruction of theories and practices.

Yet for years and centuries, the seeking for correct foundations has been most persistent, patient, and heroic. You are reminded of the grand work of Kant, Fichte, Hegel, Bacon, Herbart, and our own Dr. Harris, and other philosophers, and of the patient persuasiveness and self-sacrifice of Comenius, Pestalozzi, Froebel, Hailmann, and other great teachers. The idea has long been growing that right education is a vital, and therefore continuous process; that the schools cannot misfit if they are all based on the essential and characteristic facts of young humanity; and that they must take into account the real world—of things and their properties, forces and their laws, men and their ways—in which these pupils are to work out their destiny. The Committees of Ten and Fifteen have done some magnificent work in seeking a basis of unity in school work. Herbartian and other pedagogic societies have sung to us in words of "learned length" of correlation and ideal courses. Child-study clubs have measured, tested, and "recorded"—in tables, and more graphic forms—children's hopes and fears, their lies and their religious ideas, their ambitions, and other "data" from which is to emerge a composite psychic photograph of the child as he should be viewed by parents and teachers. And hundreds of teachers are living with the

children according to Froebel's own idea, and this is one of the most positive forces at work, as nothing so effectually disseminates ideas as good practice. After all that has been done thus far, teaching sects and sectarians disagree; though people who value principle above educational sectarianism are approaching a solution of this baffling question.

This matter is dwelt upon because of its importance, and because we should see that there is no cheap or magical way to span a gulf whose depth and breadth are best realized by the most progressive and conscientious teachers in the land. Seeing the difficulty, we can better see what course of action on our part will be best for the children now in school, and at the same time contribute most to the final harmony and the grandeur of the hallelujah chorus which we all hope to sing by and by.

Is the burden of avoiding transition work to be laid on the kindergarten or the school?

In answer—the kindergarten alone, of all educational systems, and because it was the last in the chain of evolution, came into being as a carefully planned scheme of all-sided education, based consciously and intentionally on all the facts of child nature, as revealed by past practice both successful and unsuccessful, and by a new, deep, and reverent study of new facts. In Froebel's plan, the kindergarten is but a beginning. His system requires a working out of universal principles, beyond the kindergarten, in youth-gardens and man-gardens. These terms may not be Froebellian, but they serve to express his ideas of the progressiveness and unity of education as he conceived it. We know there are pedagogues in the land who would scoff at such an idea; but educators of the rank of Dr. Harris commend Froebel's ideas in no equivocal manner. Dr. Harris says, "Those who persistently read Froebel's works are always growing in power, in insight, and in the power of higher achievement." An eminent English authority says, "Froebel was possessed of large and generous views on education as a whole;" and, after speaking of his influence on early education, he adds, "In the future, unless I am seriously mis-

taken, his greatest service will be in the reforms which his principles and methods will have forced on our schools and colleges."

Now if the principles of education on which the kindergarten is founded are fundamental and of universal application, the final unification of school work will come when correct principles are correctly carried out without break between the classes of schools.

Froebel's plan recognized the human being, as he is made, and as he is found by the teacher, to be the subject of education. Every power or aptitude is to be cultivated, and each is to be trained in coördination and interdependence with the others. Mental development alone was weakness to Froebel; yet he required, and provided for, a keen, fine, discriminating, personal, productive sort of intellectual education that should, in some sense, be characteristic of the individual. His education should make the child "able to observe while building up, and to recognize while taking apart. He should be always active, creative, and full of thought and endeavor." If we can get this kind of education started in the kindergarten, surely it should go on without any sort of transition. But Froebel's child and adult were to be trained in the difficult art of living with others, and living in ideal relations as son, daughter, brother, sister, husband, wife, father, mother, friend, citizen. In this commercial, self-seeking period, when the preservation of manliness is so difficult, Froebel's idea of education from a sociological standpoint seems little less than inspired. Little Jack, surnamed Horner, making the picking of plums out of his Christmas pie the occasion of an admiring soliloquy on himself, is not a kindergarten type. The kindergarten spirit is one of brotherliness, helpfulness to others, and joy in their successes. The child grows spontaneously, as the tree does, doing his best without envy of others or rejoicing over them. Thus he grows into the power to enjoy the many kinds of wisdom, skill, and virtue that exist in the world, because he is not one-sided, prejudiced or suspicious. It is a pity that such a spirit should ever be lost in the sharp



rivalries found in some schools. While no adequate statement of Froebel's plan of education can be made in our ten minutes, you are reminded that his scheme allies muscle and brain, meeting the demands of the physiological psychologists on one hand, and the claims of industrial education on the other. The most eminent authorities on manual training in this country say, "the kindergarten is the parent of the manual training school." Froebel's provision for training the emotions, the will, the ethical sense, all the varied arts of expression, and the body, by means of natural movements both in work and play, are equally sound. If kindergartners understand and carry out rightly such doctrines as these, how does the question of transition affect them?

This is a world of imperfections. Some horizons are larger than others; some consciences are finer than, or at least different from, others; and standards, insight, and skill vary all the way from zero to infinity. Out of such conditions comes the question about avoiding transitions. This question is pressed most strenuously where children go from a kindergarten, as Froebel would have it, to a school of very fixed, conventional pattern, that Froebel never would have endorsed, where the machinery is ever grinding all spontaneity and individuality out of children. One of the evils that easily entrenches itself in our graded systems is a military idea in training, where the teacher exhausts herself in doing all the work of the children, and directing them when to speak and what to say; in short, which ignores the personality of the children, reducing them to one pattern, and originating the "school lock step," which is alarming many intelligent parents and teachers. All educators are opposed to this; all philosophy condemns it; it unfits children for the exercise of discrimination and judgment both in the upper schools and the work of life. What sort of education is that where children are so managed that they never really see or know, or judge, or conclude, or do—in any kind of original, alert, individual way—one thing that real education demands that they shall do! Attention and

obedience to orders are right, only these are not the essential processes of education; and they cannot be substituted for that personal experience of the child which educates him. Does a little child ever come "trailing clouds of glory" merely to sit still and write "dog" and "hen" twenty-five times, or to lift up his voice—to the highest attainable pitch—and sing, in unison with others, *c-a-t cat, c-a-t cat, c-a-t cat?* Spelling is right, but mechanical and mind-killing ways of teaching it may be very bad.

Deeper than the question of avoiding transition work, and one of the means of solving that question, is that of making all persons who are concerned in the education of children feel that their responsibility *to the children*, for whom schools exist, outweighs all minor and personal considerations.

We shall never do well to abandon principles that are correct, or to carry them out in a half-hearted, apologetic way that nullifies their value, or to modify the kindergarten out of existence because some one has said in our hearing that he doesn't like the kindergarten. Perhaps he doesn't understand it. Perhaps he has only seen a compromise that was a travesty on the kindergarten. This is a country where people have full liberty to express their opinions, no matter what those opinions are. We do not defend partisanship in the kindergarten, or elsewhere; but the principles on which the kindergarten is based are correct.

True, the best-trained children from the best-conducted kindergartens may not fit all schools; but then the best-developed seedling that the most competent gardener can raise will not fit all the spots to which it might be transplanted. Is it the chief business of either to fit any sort of place?

But, friends, the world moves. Teachers are more and more building upon correct foundations, distinguishing essentials from non-essentials, adapting the school to the child rather than the child to the school, and attending more to life processes than to dead mechanism. Though grade teachers are not always left free to do as well as they know

how to do, and would like to do, their spirit and aims are usually of the best. Let us all seek to embody in life the highest truths we know or that we are capable of finding out.

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### YOUTH AND AGE.

**I**F youth could know what age knows without teaching,  
Hope's instability and Love's dear folly,  
The difference between practicing and preaching,  
The quiet charm that lurks in melancholy,  
The after-bitterness of tasted pleasure;  
That temperance of feeling and of words  
Is health of mind, and the calm fruits of leisure  
Have sweeter taste than feverish zeal affords;  
That reason has a joy beyond unreason,  
That nothing satisfies the soul like truth,  
That kindness conquers in and out of season—  
If youth could know—why, youth would not be youth.

If age could feel the uncalculating urgency,  
The pulse of life that beats in youthful veins,  
And with its swift, resistless ebb and surgence  
Makes light of difficulties, sport of pains;  
Could once, just once, retrace the path and find it,  
That lovely, foolish zeal, so crude, so young,  
Which bids defiance to all laws to bind it,  
And flashes in quick eye and limb and tongue,  
Which, counting dross for gold, is rich in dreaming,  
And, reckoning moons as suns, is never cold,  
And, having naught, has everything in seeming—  
If age could do all this—age were not old!

—*Susan Coolidge.*

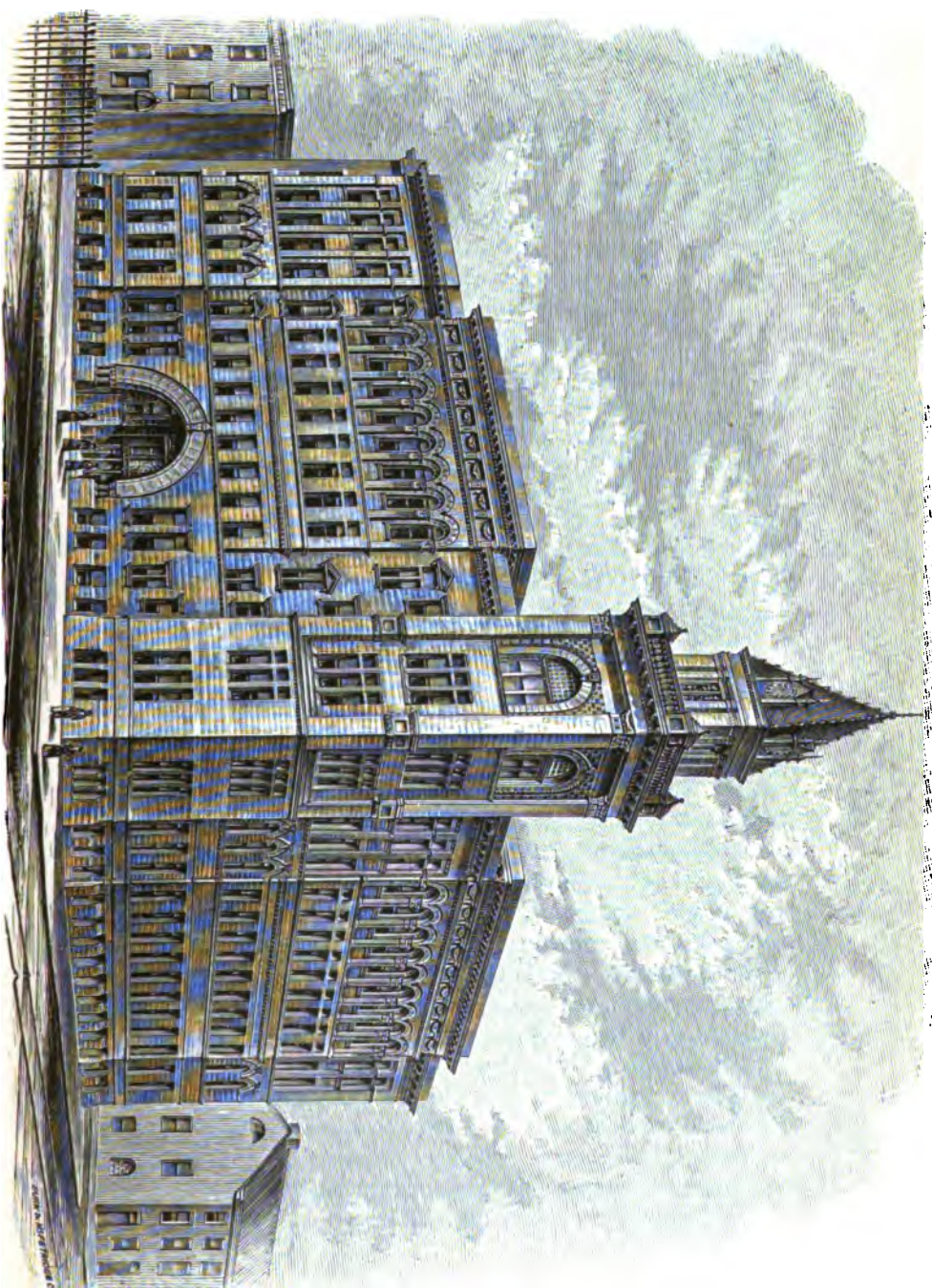
## PHILADELPHIA GIRLS' NORMAL SCHOOL.

HEADQUARTERS FOR FOURTH ANNUAL MEETING OF THE INTERNATIONAL KINDERGARTEN UNION.

**P**REPARATIONS of an extensive character are being made by the local committee of the Philadelphia branch of the International Kindergarten Union for the annual convention of the Union, which is to be held at the Philadelphia normal school on February 18-19. The Board of Public Education of Philadelphia has taken great interest in the coming convention, as is shown by their granting permission to use their handsome normal-school building, which is said to be one of the finest school buildings in the world.

As the accommodations provided for the convention are of an unusual character, it will be interesting to kindergartners to learn something about the building which Philadelphia has so generously placed at the disposal of the union.

The building is four stories high, and its dimensions are 178x150 feet. It contains a magnificent assembly room capable of seating nearly 1,400 persons; a handsome chapel or lecture room that will seat over 450 persons; a large gymnasium 88x56 feet; two physical laboratories; two chemical laboratories; a natural-history laboratory; a large library room, all fitted up in the most approved style. There are also eighteen class rooms for normal students, and sixteen class rooms for model school, and five kindergartens, a lunch room in the basement for students, and another in one of the upper stories for teachers. On each floor are dressing rooms for teachers, and the general accommodations for students are complete and convenient. In the basement, which is high and well lighted, there is a large room fitted up as a manual shop; also one for a modeling room for the school of observation, and another for a play room for pupils of the model school.



GIRLS' NORMAL SCHOOL, Northwest corner Thirteenth and Spring Garden Streets, Philadelphia.  
Where the meetings of the I. K. U. will be held February 14-19.

A large steam and electric-light plant with ventilating apparatus is placed in the basement. This consists of four boilers of seventy-five-horse power each, two large Corliss engines running two 500 light Thomson-Houston dynamos, and one slide-valve engine operating two ventilating fans. The cold air is forced by these fans through large concrete ducts to various class rooms in the building; while in the winter the air is warmed by passing it over coils of steam piping, thus making it possible always to have fresh air passing to the class rooms at the rate of twenty-five cubic feet per individual every minute, the temperature being regulated by the thermostats in the rooms or corridors. These latter are electrically connected with the compressed-air tubes which control automatically the valves in the steam system, so that the whole building is heated at a uniform temperature. By means of the electric-light plant, with its total capacity of 1,100 lights, the building is brilliantly illuminated for evening exercises.

The first floor of the building is covered with marble mosaic and all the other floors with selected maple. The principal's office and the library are floored with parquetry of neat design. The walls of the building have been painted in quiet yet rich tones, and their beauty is in itself an education to the students. The lower part of the walls are wainscoted with tiles of various patterns, producing a pleasing and beautiful effect in class rooms and corridors. The furniture of the building is simple yet admirably adapted to the work for which it was designed. The entire building is a gem of architecture, and commands general admiration. Indeed, for its symmetry of proportion, the completeness of its arrangements, and the elegance of its finish, it is unsurpassed by any normal school building in this country or in the world.

The course of study of the Philadelphia Normal School covers a period of two years, and follows a high-school course of four years. What is of especial interest to kindergartners, however, is the fact that the kindergarten training is particularly well provided for.

The rapid increase of kindergartens in Philadelphia, where upwards of 5,000 children under six years of age are in attendance upon these schools, made it appear necessary for the normal school more fully to recognize this work in the training of its students. This recognition became imperative because it was felt that the training of teachers for kindergartens should no longer be left entirely to private schools. While these schools had performed a useful service in the past, it was believed that the normal school, with its faculty of trained specialists, its superb equipment of laboratories, and its wealth of illustrative material, could do the work of training kindergartners better than can schools with few teachers and necessarily limited facilities. It was also thought that a student would necessarily make a better kindergartner who had been trained for other grades of work as well. She would have that complete intelligence concerning the field of elementary instruction and that breadth of power and wider resource which no special training could ever furnish, which, indeed, special training opposes if it does not curtail.

Believing, then, that the best interests of the schools would be subserved by training kindergartners in the normal school, the committee on normal schools organized the work so that the students, in addition to the general instruction of the school, embracing pedagogy, methods, science, drawing, music, etc., receive during the first year a course of instruction in the Mother Play of Froebel, with observation in the kindergarten. In the second year the Froebel philosophy is more closely connected with the methods of conducting gifts, occupations, songs, and games. The preparation of daily programs, with original stories and plays, so that the sequences in the gift work and occupations shall be clearly appreciated, is an important part of this increased work.

It is believed that with this special training, in addition to the general educational work of the school, the graduates of the normal school are better equipped for the work of

the kindergarten than ever before, and that, after some experience, they will win distinction in this field of work.

All the students of the normal school are obliged to take the work of the kindergarten for the first year and a half, this including practice in the five practice kindergartens. At the end of the third half year the students have shown conclusively whether or not they are qualified to pursue the work further. The course is here divided and only those students finish the kindergarten course who have shown special aptitude for the work. Thus out of a class of 330 students last year, only ninety continued the work after the bifurcation of the course, and of these only sixty-three obtained certificates. Before the work was reorganized it was possible for all the graduates of the normal school in classes between 250 and 350 to obtain trial kindergarten certificates. Under the operation of the present laws, the number is so far diminished that it is, as has been shown, only about one-fifth of the graduating class, and all of those certificated are the best teachers in the class.

The credit for this great progress in kindergarten training in Philadelphia is due, primarily of course, to the energetic principal of the normal school who has, however, been splendidly supported by an aggressive and intelligent committee, without whose work these great changes would have been delayed, if not indefinitely postponed.

Too much credit cannot be given to Miss Anna W. Williams who, while head of the kindergarten department of the normal school, so ably assisted Principal Cliff in the great work accomplished, and also to Miss C. Geraldine O'Grady who, first as Miss Williams' assistant and since the latter's resignation as the head of the kindergarten department, has by her intelligence, zeal, and ripe culture maintained and extended the work already so auspiciously begun.



FROM THE LETTERS AND JOURNAL OF GRACE  
HALLAM.

EDITED BY MAUD MENEFEE.

"November 10.—. . . I am conscious of one thing above every other thing as I go on, and that is the gathering up of all the loose ends, half fledged impulses, scraps of knowledge and experiences that seemed so casual at the time—everything finding its place, being applied and made a living truth. I begin to see how life rounds out and becomes a unit. It is all because I have begun to work consciously and joyfully. But that's the mystery of mysteries. This is the first time I have ever been serenely joyful in all my life; I have been on the mountain tops, and in the valleys, but the *even fullness*—it's the first time. I confess it with shame. In the old days I used to be afraid to be quiet. I was afraid God would forget me, and leave me without a destiny. I tortured myself with despairs and moods, just as people pinch themselves to keep awake. If I should get numb and go to sleep as the Baggetts and the others had done! And so I agonized and scourged myself." . . . Then follows a number of comments on the program of her day. . .

"We should have more color, that is, larger masses. I myself can't get enough; it is the first time I have ever seen so much pure color. . . Elsa and Tom came back today. I find it almost impossible to do any organized work with so many; these two babies wept most of the morning. I put everyone to work, and then went to work myself, for these two forlorn little people. Woe is an uncanny thing. . . Tillie needs to be helped, what shall I do? so sullen and heavy—Teutonic; she is a perfect millstone around Lizzie's neck. Lizzie is the little sister; sometimes she (Tillie) starts out in the march, and then stops suddenly, congesting the whole body of marchers, and can't be budged. We were playing we were a river today, when Tillie came to

a standstill. 'We could play she is rock,' some one said, and we did. It is a character she is eminently fitted to portray. But I don't want to take a superficial view of it and I don't. When we were done and they were going I tied on her bonnet and looked deep in her eyes. It was a new sense. 'Dear Tillie,' I heard myself say; it was the first time I had really seen her. Human nature—I mean divine nature—is so wonderful when we stop to look deep and full into its eyes. I believe we really go about, most of us, with just casual glimpses of each other, carrying a vague impression that this or that one is annoying and queer. And it is just because we have not had an opportunity to tie on his bonnet and look in his eyes."

"November 11.—. . . What is noteworthy to me is their (the children's) eternally fresh sense of it all. In the morning when I open the doors they come pouring in; it's like cutting a sluice for dammed up waters. Some one said yesterday—it was some one who has never tied on a bonnet or looked deep in the eyes of any creature, (bless him), 'You have, I believe, the criminal class to deal with over in that district.' It was quite a new thought and painful. I had been so conscious of just sweetness and light. In certain moments of serenity, or when they sang, they had even appeared to me as a little detachment of the heavenly host. It took me all morning, and more, to put out the denying spirit. Analysis and classification—what does it all amount to? Criminal class? Here's just Willie and Alezandro, and Emil and the others. I find no class, and no criminal—just infinite individuality, infinite possibility of godliness.

"I said this, and a great deal more, to the aforesaid tonight at dinner, at the boarding house where we both happen to be. He is a bacteriologist, I believe. I am afraid I was too intense about it, but I am not used to thinking coolly. There is a woman at the table who has such a beautiful manner, such an air of a withheld thought when she speaks or listens, it is fascinating. I am like our old smelting furnace in the mountains, flaring and flashing up the flames on dark nights. Society, I can see, would never en-

dure me even if I could afford a cab. . . So many of the girls in training are so disturbed over the trace of poverty they find everywhere among these people. It scarcely touches me. I am like a child listening to a familiar story, sure from the beginning that the end is good. It is just an old story again of enchantment, and somewhere, somehow, in infinite consciousness there is the mystic rune that is going to dispel it.

"I have never wanted things myself, the whole demand in me has been to *do* the great thing, *be* it—sing it, prove it, somehow. And there lies the whole tragedy as I see it, for this toiling, struggling world-child. He is dumb, and his eyes are holden so that the angels of art and nature are not known to him. We have pushed him back upon himself, walled him in with his own elemental sensations of heat and cold and hunger—not an impersonal joy. I have been hungry, and worn old shoes, but I had Goethe and Dante and St. John. . ."

"November 12.—The first snow; every branch and twig and weed in a new guise; everything mysterious and exhilarating. The place at hand had all the charm of indefinite and misty forms that makes the things in perspective admirable.

"The children were wild with the new feel of it all. 'It is like Persephone's mother putting the white blanket over,' one said. . . Tom and Elsa are learning to let the mother go without a scene, and are taking their places; it is so wonderful to see matters adjust and work out. Tillie is still immovable, and is given to fits of sullenness that are trying beyond everything. She has never yet been tempted to catch a ball or touch a block laid before her. She is like a prisoner in an invulnerable prison. I am willing to give her all the time she needs, however.

"Robert is five; such a little, delicate face, like the Donatello boy I saw yesterday at the museum. So great is the respect for kindergarten that he is permitted to wear his Sunday clothes every day. He was the first to come today. 'Miss Grace,' he demanded, 'who makes the school time?

Does God make the school time?' 'Yes, Robert, I think so' (the powers that be are ordained, I thought). After a moment he said again, 'Miss Grace, would you be Miss Grace if there wasn't any kindergarten?' You see he was really trying to find which was paramount, the individual or the institution. The bacteriologist suggests drily that I keep Kant out of his reach. . . The aforesaid is interested, however, and has asked to come over and see this phase of things."

"November 13.—Virginia Bynham has come to assist me; her music is an inspiration. Even Tillie must succumb to its enchantment. How they go with it; they positively look different, as though they had been quickened—as indeed they have been; their hands and feet have moved to one rhythm, and their hearts and minds stirred with the new sense of unified action and feeling. . . We do the simplest things. I know really so little; but the mood is happy and industry paramount. We work for people all the time, but I am not sure that they know how many faces a cube has. But if they have very loving hearts God will forgive them, if the supervisor doesn't.

"I'm going to try to do more of the intellectual things now that Virginia has come. Above everything I am going to see that we have plenty of rhythm, and color, and stories. I wonder sometimes how it is that I happen to be working in education, I seem to care so little about it in its actual sense; whenever I come upon a real educative, intellectual point, the impulse is always to cut it as a non-essential. I don't understand myself. I think I need to be helped here.

"November 19.—Something strange happened today. We had had to close for a day or two, but evidently the work had been going on in the individual consciousness of each one. Such a living circle—everyone knowing all we knew, eager and active. When we came to play I asked who knew a game to choose; twenty eager, waving hands went up, and among them slowly, falteringly, *the hand of Tillie!* I scarcely dared see it; it was just as if I saw some hidden truth grow out that the whole world had waited for. It

was like catching grass in the act of growing. It seemed as momentous. It may seem foolish to say it, but I felt my whole being vibrate at the sight of it. Do you think I asked her what her game was? Not any more than I'd ask the tiny plumule peeping above ground for fruit. . .

"I heard my first opera. The bacteriologist very kindly invited me with the young lady who has the fine manner (and who, I have learned, designs grills). It was an opera called 'Carmen.' I have to confess with shame a deep and bitter disappointment; it was all so mad and strange, with its mock rages and mock love. And there in the whirlwind of it all, what did I see but the small blocked-out form of Tillie with the faltering little hand pushing up; it grew out and stood full between me and the puppet show.

"Afterwards I related it all to the bacteriologist who said psychology and optics could explain it easily. But I know that it is because I had caught a glimpse of the living drama where the creature works out into creator and conscious selfhood, and it had power to blot out the make-believe."

*(To be continued.)*

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## THE CHILD AND THE SNOWFLAKE.

PRETTY little snowflake,  
 Shining like a star,  
 Did you come to find us  
 From some world afar?  
 Nay, my home was nearer,  
 Dear, than you suppose.  
 From the kitchen kettle  
 Through the air I rose.  
 I longed, in chilly cloudland,  
 To see you once again,  
 And so I flew, a snowflake,  
 To your window pane.

—*Mary F. Butts in the Outlook.*

## INTERNATIONAL REUNION OF KINDERGARTNERS AT PHILADELPHIA.

### BUSINESS ANNOUNCEMENTS OF THIRD ANNUAL MEETING.

#### *To the Branches of the International Kindergarten Union—*

The annual meeting of the Union for 1898 will be held in Philadelphia, February 18-19.

A program of great interest is offered and matters of practical moment are to be discussed at the conferences.

All officers and delegates of the branches are admitted to the conferences, and delegates are entitled to vote at the business sessions.

Each branch of less than seventy-five members is entitled to one voting delegate; each one numbering over seventy-five, to two voting delegates.

Individual members of the present year are also entitled to a vote.

A blank form is enclosed to furnish credentials to each delegate. Individual members will be recognized on presentation of personal card to the recording secretary.

All dues for the year *ending* February, 1898, should be sent *before the meeting* to the treasurer, Miss Hattie Twichell, Industrial Institute, Springfield, Mass.

A notice of intention to be represented should be sent as early as possible to the corresponding secretary, in order that time may be allowed for reports.

Each branch is requested to send a *brief* report by its delegate, and a letter of greeting will be most welcome from any branch unable to send a delegate.

The corresponding secretary asks once more for names of present officers and number of members from each branch that has not sent this information this year, in order that a complete and correct list may be prepared.

### PROGRAM.

The meetings in Philadelphia will be held at the Normal

School building. A business session will be held on Friday, February 18 at 10 a. m., when all delegates are requested to be present to answer the roll-call.

The morning will be devoted to the reports from branches, from special committees, and from the officers of the past year, and to any business that may be brought before the Union.

In the afternoon there will be an address by Mr. Cliff, of the Normal School, and the remainder of the conference will be given to the report of the committee on training, presented by Mrs. Putnam, of Chicago, and discussed by Miss Fisher, of Boston.

Friday evening there will be a general meeting at which addresses will be made by Dr. Lyman Abbott and Dr. Nicholas Murray Butler.

At the morning conference on Saturday, the report of the committee on music will be presented by Miss Mari Hofer, of Chicago, and discussed by Mr. Daniel Batchellor, of Philadelphia.

The remainder of the day will be given to the social pleasures so graciously tendered by the friends of the kindergarten in Philadelphia.

At the general evening session the speakers will be Dr. Witmer, of the University of Pennsylvania; Miss Susan Blow and Mr. James L. Hughes.

The Philadelphia branch of the Union has extended a cordial invitation to be present to all other branches and is making every possible arrangement for the comfort and pleasure of its guests. It only remains for all kindergartners to give a hearty response to the hospitalities offered, and thus insure a complete success for the meeting of 1898.

#### REDUCTION IN RAILROAD FARES.

The Trunk Line Association, covering the territory mainly of the middle states, has agreed to a one and one-third fare on the certificate plan. A similar reduction is expected from the New England, Central, Western and Southern associations.

Tickets at full fare for the going journey may be secured from February 15-19 on all roads making this reduction. All important stations will be supplied with certificates which *must be procured when the going ticket is purchased*, in order to obtain the reduced return rate. Those wishing these certificates should apply for them at least thirty minutes before the departure of trains. No refund will be made to those failing to secure a certificate.

If certificates are not found at a desired station, a local ticket should be taken to the nearest station supplied with them, where a through ticket and certificate may be obtained.

As members arrive at Philadelphia they must deposit their certificates with the recording secretary, Miss Annie Laws. The special agent of the railroad association will validate these on February 19. Certificates are not transferable and return passage must be made by February 23. Certificates will not be issued if the full fare is less than seventy-five cents.

Further details must be obtained from the local ticket agents. The officers of branches are urged to give this notice wide circulation.

#### MEMBERS.

The following is the complete list to date of the members of the I. K. U.:

Branches—New Haven Association of Kindergartens, Eastern Kindergarten Association, Rochester Kindergarten Association, Dayton Kindergarten Club, Michigan State Kindergarten Association, Duluth and Superior Branch of I. K. U., South Carolina Kindergarten Association, Isabel Crow Kindergarten Association, Kindergarten Union of New York City and vicinity, Springfield Kindergarten Club, Cincinnati Kindergarten Association, Utah Branch I. K. U., Chicago Froebel Association, Buffalo Kindergarten Union, California Froebel Society, Philadelphia Branch of the I. K. U., Indianapolis Free Kindergarten Society, St. Louis Froebel Society, Free Kindergarten Association, Oberlin, Ohio;



Kindergarten Club, Los Angeles, Cal.; Froebel Society, Toledo, Ohio; Kindergarten Club, Seattle, Wash.; Pittsburg and Allegheny Kindergarten Association, Pittsburg, Pa.; Connecticut Valley Kindergarten Association, Chicago Kindergarten Club.

Individuals—Miss Anna M. Pennock, 1348 Broadway, Toledo, Ohio; Mrs. Pauline W. Dohrmann, box 123, Stockton, Cal.; Miss Anna M. Lamphier, 405 N. Madison St., Rome, N. Y.; Mrs. Ida M. Curtis, 1401 Liberty St. Franklin, Pa.; Mrs. Minnie Macjeat, Female College, Columbia, S. C.; Mrs. James A. Rawlings, 1815 Penn Ave., Kansas City, Mo.; Miss Eveline A. Waldo, Normal School, New Orleans, La.; Miss Rose Campbell, 24 Earl St., Toronto, Canada; Miss Nina C. Vandewalker, Normal School, Milwaukee, Wis.; Miss Anna Howe, Kobe, Japan; Miss H. A. Phillips, 2502 Cottage Grove Ave., Des Moines, Ia.; Mrs. Olive E. Weston, Dennim Normal School, Avenida Morelos 1249, City of Mexico; Miss Minnie E. Youngs, Summit, N. J.; Miss Sarah B. Goodman, State Normal School, St. Cloud, Minn.; Miss Anna W. Devereaux, Lowell, Mass.

CAROLINE T. HAVEN, Cor. Sec'y.

*Jan. 1, 1898.*

*109 West Fifty-fourth St., New York City.*

### THE MINER.

NELLIE LAVERTY.

THERE'S a helper who works deep down in the ground,  
Where the blessed sunlight is never found.  
His face is black, but his heart is light,  
And he sings, as he works, with all his might.  
He digs the coal with shovel and pick;  
And loads his little car very quick;  
Then the donkey comes and draws it away,  
And the "cage" takes it up to the light of day.  
Let us thank the miner kind and good,  
For digging the coal to cook our food,  
To warm our houses, and give us light,  
Though *he* works in a mine as dark as night.

## MOTHER-PLAY BOOK STUDY QUESTIONS.\*

### THIRD SERIES. VI.

SUSAN E. BLOW.

#### *Lesson of the Shadow Songs.*

##### THE SHADOW RABBIT.

HEY, the rabbit! ho the rabbit!  
See, the rabbit on the wall  
Pricks his ears, for that's his habit —  
Pricks them up and lets them fall.  
Pretty rabbit, stay, now!  
Come with me and play now!  
No, ah, no! he will not stay;  
Up he jumps and springs away.  
Now the rabbit sits upright,  
Munching grass with all his might.  
See him wrinkle up his nose!  
Rabbit, shall I feed you?  
"No, I do not need you!  
Rabbits made upon the wall  
Feed themselves, or not at all."  
Down our rabbit comes now;  
Sure, some danger lowers now!  
See the hunter with his gun  
Thinks he's going to have some fun.  
Puff! the bullet's flying!  
Is our rabbit dying?  
Not a bit, for see him run!  
Rabbits, too, can have their fun!

—*Laura E. Richards, in Miss Blow's "Mother-Play Songs and Music," p. 84*

\*Contributors to this department are requested to write each question in full with its number, followed by the answer. Also to place name and address at the top of each page of manuscript, the same to be carefully numbered. Also to fold the manuscript for mailing, instead of rolling it.—EDITOR.

2104. Do you play the "Hunter and Hare" in your kindergarten?

2105. Will you explain all the reasons which have decided you either to retain or discard the game?

2106. Do you approve of the "Cat and Mouse"? If so, why? If not, why not?

2107. What traditional English rhyme suggests an ideal similar to the thought in the "Shadow Rabbit"?

2108. Under what conditions would such a rhyme originate?

2109. With the cessation of those conditions should such rhymes be discarded?

2110. If you were showing a child the series of pictures illustrating the "Shadow Rabbit" how would you explain them?

2111. How would you tell the pictured "Story of the Wolf"?

2112. How would you tell the pictured "Story of the Wild Boar"?

2113. Under what aspect is the animal presented in the "Shadow Rabbit," the "Wolf," the "Boar"?

2114. Under what aspect is the animal presented in "Beckoning the Chickens"?

2115. What phase of the child's relationship to the animal is suggested in "Beckoning the Pigeons"?

2116. What is the symbolic suggestion of "The Fish in the Brook"?

2117. What is the ascent of thought in the "Birds' Nest," in the "Pigeon House," in the "Family Song"?

2118. In what other songs of the Mother Play does Froebel introduce animals, and under what aspects?

2119. What is the last animal song in the book, and what is its lesson?

2120. Taking the series of animal songs as a whole, will you sum up and connect the aspects of animal life therein presented?

2121. Can you think of any other aspects suitable for presentation to children under six years of age?

2122. Do you understand that the aspect presented in each song must be illustrated only by the example selected by Froebel?

2123. Relate any story of animal life which has been peculiarly helpful to your children.

2224. What do you think of fables—e. g., "The Fox and Raven," "The Farmer and Serpent"?

2125. What unobjectionable fables can you name?

2126. Is the symbolism in most fables natural or artificial?

2127. Explain the difference between these two kinds of symbolism.

2128. What does Froebel say in his commentary on the "Wolf" about hedging the curiosity of children about animals?

2129. Do you find any significance in the fact that the "Fish in the Brook," "The Birds' Nest," and "The Pigeon House" are the only games wherein the child imitates animals?

2130. Do you think it well to encourage children to imitate all animals?

2131. Would you encourage a child to play he was a dog, a cow, a wolf?

2132. How does Froebel suggest that you explain that in animals which would be evil in us—e. g., the quarreling and fighting of dogs, the greed of pigs?

2133. May the child learn from animals what he must *not* do?

2134. Are the wolf, the tiger, and the boar in man as well as in the world?

2135. Must they become extinct in both?

2136. What is the symbolic significance of the hunter?

2137. Write a conversation with a child on any one of the shadow pictures developing this symbolism.

2138. Have you ever felt you would be unwilling to show a child the shadow pictures? If so, please state your objections in full.

2139. Why do you suppose Froebel used *shadow* pictures to illustrate this aspect of animal life?
2140. Wherein consists the mystery of animal life?
2141. Have you ever solved this mystery?
2142. Do you believe it to be insolvable?
2143. What does Froebel say about shadows in the motto to the "Shadow Rabbit"?
2144. How does he develop this idea in his commentary?
2145. Do you find in the "Shadow Songs" a beginning of creative activity?
2146. How may we creatively triumph over the shadows of life?
2147. What two great mysteries are suggested by the "Shadow Songs"?
2148. Have you found any explanation of the mystery of sin?
2149. Any explanation of the mystery of suffering?
2150. Does suffering always imply sin in the sufferer?
2151. How does Dante portray sin and suffering in the "Inferno"? In the "Purgatory"?

## ANSWERS TO QUESTIONS.

*The Lesson of the Little Maiden and the Stars.*

(From Cora E. Harris, Jamestown, N. Y.)

2028. What statement does Froebel make in the first paragraph of the motto to this song? (Mottoes and Commentaries, page 300.)

With whatever the child's heart is full he fills his environment, and all life is to him a picture of his soul.

2029. Illustrate this truth from your personal observations of children and from reminiscences of your childhood.

Children invariably bring into their play what impresses them in life. When a child, the pleasure of playing with dolls was so great to me that it seemed the desideratum of life, and I remember pitying older people who, for some reason, could not indulge in the amusement.

2030. Give any illustrations you may have met with in books.

Behold the child among his new-born blisses,  
A six years' darling of a pigmy size!  
See where 'mid work of his own hand he lies,  
Fretted by sallies of his mother's kisses,  
With light upon him from his father's eyes!  
See, at his feet, some little plan, or chart,  
Some fragment from his dream of human life,  
Shaped by himself with newly learned art;

A wedding, or a funeral,  
A mourning or a funeral;  
And this hath now his heart,  
And unto this he frames his song;  
Then will he fit his tongue  
To dialogues of business, love, or strife.

—Wordsworth.

2031. What does Froebel say in the second paragraph?

Hence he delights to impute to all objects human relationships.

2032. Is this a special phase of the general truth referred to in a preceding paragraph?

Yes; the idea of human relationships is one of the nearest and dearest things that fills the child's heart.

2033. Illustrate this tendency as fully as possible.

When a child, so the story has been told me, I possessed a rag doll that was played with such a long time that its clothing, and finally its whole body except the head and one arm, had disappeared. The remains were tenderly borne about and evidently as much loved as the whole doll, for when my mother threw it into the fire one day she was surprised to see me cry as though my heart were breaking. It seems that to me, the doll must have been somehow related as a spiritual being.

2034. What does Froebel say in the third paragraph?

"Parents, if you wish your child when older to heed your loving teaching do not interfere with this tendency of childhood."

2035. Do you think you carry out his idea by speaking to children of all objects as persons?

Froebel says in speaking of childhood, "Therefore, the child at this stage should see all things rightly and accurately, and should designate them rightly and accurately, definitely and clearly." May not the child's natural tendency to endow objects with spirit be carried out, while he learns definite forms?

2036. Did not Froebel himself protest against speaking of the moon as a man?

He does, and gives the reason that such an explanation leads to no living development for the child.

2037. How will you reconcile the two statements?

Miss Blow says "that in child life the second step in mythology is taken when, by analogical inference from the relationship between his own inner and outer life, the child explains the course and change of nature as the work of active though invisible spirits." Wordsworth says:

Heaven lies about us in our infancy!  
Shades of the prison house begin to close  
Upon the growing boy:  
But he beholds the light and whence it flows;  
He sees it in his joy.

I think it delights and interests children as they grow older, to find the same spirit manifested in other objects as well as man—mother love in the bird, cleanliness in the cat, etc.

2038. What incident gave the point of departure for this song?

The little girl's looking at the stars and exclaiming, "Father and mother stars!" as she noticed two bright ones in close proximity.

2041. Describe all the details of the picture and state what further educational suggestion it conveys to your mind.

A little child seems to be standing upon a stone wall, supported by her mother. She is evidently looking at the stars, as one hand is upheld in wonder or delight. She has imparted to them human relationship, and they will be to her a symbol of faithfulness in that relationship as well as to duty in work. The child gives and receives as the spirit in the lilies at the right symbolizes; the spirit in one lily seems to be looking up to receive, and in another bending low to give. Sleeping and waking, symbolized by the poppy and morning-glory, emphasize the same thought, as well as the ripening wheat bending low with its golden blessing.

2042. What does Froebel say in the final paragraph of his Commentary, with regard to strengthening the inner life of childhood?

The child feels himself spiritually related to all things; therefore let all things be so presented to him that his inner life may be fed by love necessary to its growth.

2043. What insight does he say is the goal towards which, from the beginning, the soul struggles?

To find the unity of life through its varied phenomena.

2044. Will the clear recognition of this goal suggest the means of realizing it?

I should think it might with the thoughtful.

2045. What connection between this song and its immediate predecessors?

In all the child feels a close relation to the heavenly bodies. In the first picture the feeling is manifested by the child's reaching for the moon, in the second by his climbing toward the moon, and in the third by the child's endowing the stars with human relationships. In all the child finds a symbol of the higher light which has been realized by all ages of men. In all the plays the mother is furnished an opportunity to lay the true foundation of scientific knowledge which may make the child capable of realizing what Wordsworth has so beautifully expressed:

What'er we see,  
Or feel, shall tend to quicken and refine,  
Shall fix in calmer seats of moral strength  
Earthly desires; and raise, to loftier heights  
Of divine love, our intellectual soul.

2046. What statement in Froebel's Commentary on the "Boy and Moon" throws light upon his intention in the "Little Maiden and the Stars"?

After telling how the child's natural love for the moon should be used to guide him to an accurate perception of the heavenly bodies, he says, "and partly to make them early feel the nature of their Creator, perceptible to the children and readable by them at an age when they like to perceive in the outer phenomenon the inner uniting life," as the next representation will definitely express.

2050. What does the animism of little children really tell us with regard to their attained stadium of development?

When the child feels that natural objects possess the same life as himself he is in the first stage of mythology, and when he begins to delight in fairy stories, feeling that natural phenomena are produced by active though invisible spirits, he has reached the second stage of mythology.

2051. What stages of psychologic ascent are indicated historically in the evolution out of simple animism to an organized mythology?

At first through the act of sense-perception by the primitive man the force of his own will is ascribed to natural objects. He finds a correspondence to his own nature in the rotation of day and night, and the seasons, which awakens his self-consciousness. Conscious of his inner life he ascribes spirits like his own to the objects of nature. This in turn rouses his imagination, and the objects become heroic persons to ennoble his ideals, as the perfect myth can do.

2052. What educational hints may we get from this historic evolution?

Believing that the child passes through the same psychologic stages in his ascent, we may study to know what help he may require at each stage.

2053. How were ethical ideals generated in the race?

When, for whatever cause, people came to live in families, and finally

to form societies, it was found that certain regards must be paid to the rights of others in order to live harmoniously. Leaders in imagination, or poets, caught the spirit of right with which they produced mythic heroes who should lead the people to clearer consciousness of right action.

2054. Broadly speaking, must they be developed by the same process in the individual?

Yes; the individual child should be led to feel the harmony of right action, and finally teachers and mothers should act as poets to enlarge ideals through symbols.

2055. Should you say that the whole Mother Play was an attempt to repeat this process for the child?

Yes; it seems that experience and symbols characterize the whole book. Even as Wordsworth in speaking of primitive man, found the shepherd drawing his dial upon the green turf, and forming for himself a rule which "to the sun of truth he can apply" so "Tick Tock" is to do the same for the child; or as he further speaks of the grateful hunter calling upon the moon to join his sports, and she joins him as a goddess attended by starry nymphs foreshadowing "Pan, himself, the simple shepherd's awe-inspiring god," so the "Light Songs" may lead the child to the true God.

2056. With what songs in the Mother Play do we make the transition towards a more direct moral training?

With the "Light Songs," which mark the dawning of the inner light, the separation of the individual from the universal.

2057. What manifestation of the child shows us that he is ready for the transition?

His desire to find out what things are made of.

#### *Lessons of Child and Moon, Boy and Moon.*

1096. Is any one season of the year to be specially preferred for directing the child's attention to the moon? Why?

I think the time of the harvest moon would be especially favorable, as the moon presents nearly the same appearance for so many nights. The full moon could be noticed for several nights in succession.

1097. Describe picture of "Child and Moon."

Near the window of a neatly furnished room stands a mother holding up her child in order that he may view the full moon whose beams light up a summer landscape of hills and valleys.

1098. Describe picture of "Boy and Moon."

In the foreground of the picture a mother and child seem to be going toward a ladder that leans against an old stone wall under whose arch they have just passed. The child seems in great haste to reach the ladder. Through the arch we have a partial view of a dwelling house and above the arch we have the view of a church over which the full moon seems to be rising.

1099. What does Froebel say in his Commentary on the "Child and Moon" of the attractive power of the moon?

What mother is ignorant of the attraction of the moon for the child? What mother does not know that this attraction is so great that it often renders him insensible to pain?

1100. What does he say in his Commentary on the "Boy and Moon" of the result of ignoring the child's wonder?

The child's wonder being ignored collapses into formless and empty astonishment.

1101. What does Plato say of wonder?



Plato says "that the fretted sky must be employed as a diagram to draw us to higher things." The phenomena of the heavens, therefore, awakens the questioning soul, which sooner or later will read the answer in its own spiritual God-given light.

1102. What does wonder express?

Wonder expresses the emotion one feels in the presence of the mysterious, the incomprehensible. We should treat it, as Froebel says, as a question asked by the soul.

1103. How does Froebel think we should respond to the child's wonder over the heavenly bodies?

The child's wonder should be answered in a way to lead him to a true perception of the heavenly bodies; it furnishes a path also to conduct him towards some inner apprehension of the being of his Creator. His imagination is readily directed from the heavens to Him whose glory they declare, when outward phenomena are instinctively grasped in identity with a unifying life.

1104. What do you think of his criticism of calling the moon a man? I see no necessity of calling the moon a man; do not see as it would lead to anything useful in the child's development. As the child grows older perhaps for pleasantry it is all right to speak of the man in the moon.

1105. Did not primitive man invest the moon with human attributes?

Fiske says, "To the ancients the moon was not a lifeless ball of stone and clods; it was the horned huntress, Artemis, coursing through the upper ether, or bathing herself in the clear lake; or it was Aphrodite, protectress of lovers, born of the sea foam in the East, near Cypress.

2006. Should the parallel between the development of the individual and the race be a literal one?

While Froebel says that each individual is to pass through the phases of race development, he especially notes the danger of each becoming a mere copyist. The ancients answered their wonder according to the best ability of the race development at the time; should not the child be answered according to the highest authority of the present time in order that he may proceed farther in his course than preceding generations? But he should be answered in such a way that it shall be appropriated by him as life-giving, mental, and spiritual food.

1007. What should we learn from primitive animism? How may we wisely apply this knowledge?

That the first force recognized in the childhood of the race was the force of will, hence all natural objects were thought to be endowed with life, like man himself. We believe that the mind of the child is first cognizant of the same force, and if we are to convey knowledge to him, should give it him in his own terms. The moon need not necessarily be a man in order to think or act like one, for any natural object, as a ball, might do the same things in the child's estimation.

1008. What do you think of explaining the stars as gold pins or burning lamps?

I cannot see as calling them gold pins would lead to any truth, but it seems to me there would be more reason for calling them lamps because the analogy seems so much greater, and by association the child might feel that the stars were more specially for him.

1109. Do you agree with Froebel's suggestion that the child should be taught to see in the moon a shining, swimming ball?

Fiske says that "a thing is said to be explained when it is classified with other things with which we are already acquainted." A ball is liable to be one of the child's first acquaintances because of its great attraction to him. Can we conceive of anything more pleasing to the

child than the contemplation of a bright, swinging ball? even if we fail as yet to grasp Froebel's thought that "the ball is the child's type of the *All* which he tries to grasp"; even as the world furnished such a type for Alexander the Great.

1110. What question does Froebel ask in first paragraph of his motto to "Little Boy and Moon"? See "Mottoes and Commentaries," page 299.

Why does the young child feel so intimately related to things far off in space?

1111. What question does he ask in the second paragraph?

Why does he so ardently desire contact and union with what is distant?

1112. What two questions does he ask in the third paragraph? Mother, what shall we learn from these feelings of the child? How shall they teach us not to hinder but to help his developing life?

2013. How does he answer his own questions in paragraphs 4, 5, and 6?

Let the child's feeling of outer unity be the ladder upon which you help him to climb to the inner spiritual union with the world-whole. Let him dream of the nearness of the heavenly lights until he awakens to the reality of a near heaven.

1115. In his Commentary on the "Child and Moon" what does Froebel say is the object of the song?

Its object is to illustrate to the mother how the moon's attraction may be made the point of departure for that spiritual attraction of which it is but the vanishing symbol.

1116. What incident gave the point of departure for the "Boy and Moon"?

The child's eager desire to go to the moon.

1120. Give the various explanations of nature myths that have been suggested by different thinkers.

According to Fiske a myth in its origin is the explanation by the uncivilized mind of some natural phenomena, no allegory or esoteric symbol. The mind worked in the same way as in later times to found philosophies. When the Hindu talked about Father Dyaus, or the sleek kine of Siva, he thought of the personified sky and clouds; he had not outgrown the primitive mental habits of the race. But the Greek, in whose language these physical meanings were lost, had long before the Homeric epoch come to regard Zeus and Hermes, Athene, Helena, Paris, and Achilles, as mere persons, and in most cases the originals of his myths were completely forgotten. The poets, therefore, located the scene of action upon the earth as well as in the sky, and the characters engaged were real persons, the poetic description of whom led to enlarged stories. Many of the myths are world-wide, thus proving that they had a common origin, or that mind under the influence of common phenomenon gave rise to similar stories. The myth of "Jack and the Bean-Stalk" is found not only among people of Aryan descent, but also among the Zulus of South Africa, and again among the American Indians.

## CHICAGO PUBLIC SCHOOL KINDERGARTNERS ORGANIZE.

FOUND—A KINDERGARTEN ORGANIZATION WHICH  
WILL AIR THE SALARY QUESTION.

EDNA ISABELLE MATTHEWS.

**I**N the January number of the *MAGAZINE* a kindergarten club was called for which would protect the rights of the kindergartners. For some time individuals have felt that in the Chicago public schools the kindergartner was suffering from an injustice. In every other department of teaching the board of education recognizes that experience is an added power in a teacher's hands and pays her accordingly, but in the kindergarten department her experience does not increase her earning capacity. A director is worth fifty dollars per month the first year; fifty dollars the second year, and at the end of the sixth year still receives her fifty dollars.

The primary teacher is worth fifty dollars the first year, but each year *her* earning capacity increases, and she receives a yearly increase in salary. If a kindergartner's and a primary teacher's work is of equal value the first year, why should this equality not hold good the sixth year?

The kindergartners, feeling that this injustice should be righted, have formed an association of public school kindergartners. As individuals our strength is scattered and the need was felt for an organization which would care "for the honor and dignity of the whole profession." "In union there is strength," and we needed the efforts of a united whole to press our cause.

Two mass meetings were held, January 17 and 20th, at Handel Hall, at which the following resolutions were adopted:

This body shall be known as the Chicago Public School Kindergarten Association.

The purpose and aim of the organization shall be:

First—To band ourselves together, so that we shall be able to consider all matters concerning the welfare of the Chicago public school kindergartens in a legitimate and official manner.

Secondly—That we shall be known not as kindergartners from a special training association, but as a united body whose purpose it is to support, protect, and promote the kindergartens and kindergartners of the Chicago public schools.

Every member must pledge herself to do all in her power to further any movement which she feels will benefit the Chicago public school kindergartens and teachers.

That this association is a working organization may be readily seen by the steps they have already taken. They have presented a petition to the board of education asking that experience be recognized by a yearly increase in salary. The petition was signed by 128 kindergartners, and endorsed by over 1,100 principals, grade teachers, and citizens.

Another copy of the petition will be presented to the Board at its next regular meeting, endorsed by the prominent citizens of Chicago. The members of the association are doing all in their power to make the board of education and the people of Chicago cognizant of their cause. We are sure when they understand the claim and the justice of it, they will do all they can to right matters.

When the Federation of Chicago Teachers admitted the kindergartners into their association, a great step was taken in the direction of making the kindergarten a necessary part of the public school system, instead of an accidental adjunct. Merely by granting the kindergartner the privilege of membership in the Federation, says that teachers recognize the kindergarten as a grade teacher— as an essential part of the working corps of education. We have been too long the primary and the kindergarten teacher. We need to join our forces, to benefit the child.

Every stage of life has its special development, but as Froebel says in his "Education of Man," the development

"should proceed continuously from one point." We must avoid sharp limitation, avoid the putting up of barriers between these stages, thus separating them into distinct classes. Rather overlap the seams, so we may not find where the one begins and the other ends. The first step toward this overlapping in the education of the child must be the overlapping of the teacher, and through this, the overlapping of the methods of work.

So it has been one step in advance to be recognized by the grade teachers as a grade teacher. The next step is to have the board of education recognize and value the kindergarten teacher, as it does other teachers, by extending to them the same consideration in this matter of salaries.

In every other way kindergartners are classed as grade teachers. Why not in this respect? We must do all in our power to uphold the "honor and dignity" of kindergartners as progressive women, by demanding that we be given privileges that are ours by right of right.

### PLANTING THE TREES

WHAT do we plant when we plant the trees?  
 We plant the ships which will cross the seas.  
 We plant the mast to carry the sail,  
 We plant the planks to withstand the gales—  
 The keel, the keelson, and beams and knee;  
 We plant the ship when we plant the tree.

What do we plant when we plant the tree?  
 We plant the homes for you and me.  
 We plant the rafters, the shingles, the floors,  
 We plant the studding, the laths, the doors,  
 The beams, the sidings, all parts that be;  
 We plant the home when we plant the tree.

What do we plant when we plant the tree?  
 A thousand things that we daily see.  
 We plant the spires that outtower the crag,  
 We plant the staff for our country's flag,  
 We plant the shade, from the hot sun free;  
 We plant all these when we plant the tree.

—*New York Evangelist.*

## THE CALIFORNIA CIRCULAR OF INQUIRY.

**T**HE thirty-first annual session of the California Teachers' Association was held in San Francisco December 28-31. The "Round Table" conferences were a special feature of the meeting.

The kindergarten department, which was organized in 1896, held an important session, and in addition a "Round Table" for the purpose of discussing the "Circular of Inquiry," prepared by Mrs. Frances Bracken Gould, of the observation school of the University of California. Only a few kindergartners answered the "draining" questions in writing previous to the meeting, at which the answers of the few were extensively commented upon by Mrs. Gould.

The personal quality of the questions no doubt bars many professionally sincere people from participating in the discussion, and we would call the attention of the Training Class Committee of I. K. U. to them, hereby printing same in full, the italics belonging to Mrs. Gould.

### I.

#### TECHNICALITIES.

(a) 1. Schedule of daily program, as to order of exercises, allotment of time, etc.

2. Schedule and sources of monthly and yearly program work, i. e., "Course of Study."

(b) Schedule of technicalities of kindergarten, i. e., of occupations and gift work, games, songs, stories, etc. Sources of same.

### II.

#### END AND AIM.

(a) Outside of the technicalities of the kindergarten, what is the biggest end and aim in your work?

(b) Schedule of means to such end, source thereof, and test in practical work.

## III.

## LAW AND UNITY.

Using P. 1 of "Education of Man" as one of Froebel's prime statements of philosophy, how do you illustrate or demonstrate this fundamental teaching in your everyday work; (1) as to child's own unity within himself; (2) with his fellows in the kindergarten, (3) with world outside, and (4) with after life?

## IV.

## WORK AND PLAY.

(a) Do you distinguish between *work* and *play*, both theoretically and practically? If so, why and how, and if not, why?

(b) Or further, do you differentiate between kinds of work, and kinds of play, in theory and practice? Why and how?

(c) Do you distinguish "free creative activity," the doing concentratedly from one's might, from "aimless purposeless activity"? (Quotation marks are from "Education of Man.")

## V.

## SPONTANEITY AND MECHANISM.

(a) What place do you give to spontaneity; and what to habit—training, routine, mechanism, drill, per se, both in theory and practice? Illustrate by concrete examples.

(b) In your habitual practice do you differentiate between work or play, (1) on its *content* side, i. e., for the stuff that is gotten out of it; and (2) work or play on its *exercise* side, i. e., doing for the mere pleasure of doing?

## VI.

## CONCENTRATION AND ATTENTION.

(a) What prominence do you give to formation of habits of concentration and attention, both in theory and practice? Do you specifically see that every child is ready to work or to play, before you begin such exercise, and that he does the thing with all his power and attention while he is doing it? Illustrate.

(b) Do you require silence and concentrated attention in either work or play period during the day?

(c) Do you make a specialty of requiring *all* the children to *hear* and *do* at once, any general order?

(d) Outline any special exercises which would be helpful in inculcating the habit of *hearing* and *doing* and of concentrated action.

(e) Can you suggest any remedy to obviate the prevailing desultory feature of kindergarten practice, which is particularly disadvantageous?

#### VII.

##### DISCIPLINE.

(a) What place do you give to calm though vigorous control or to "frenzied enthusiasm"? (Quoting a phrase of Prof. E. E. Brown.)

(b) To what extent do you recognize the benefit of "*repression*" in saving nervous power, or do you allow a child's "spontaneity" undisputed sway?

(c) What specific methods of punishment are in vogue in your kindergarten? Do you recognize Froebel's "sternly mandatory and catagorical" feature? Do you use more than the "talk" method, sending away from table, etc., prevalent in most kindergartens? Do you make any attempt to follow the fundamental biological law of a sharp sensation, shock, surprise, as the best method of inhibiting any tendency to overt action?

(d) Do you make any effort toward a strong integrative tendency in your kindergarten? How do you gather up the loose ends day by day and tie them firmly so you may be sure that that kindergarten day has not been in vain?

#### VIII.

##### CO-OPERATION.

(a) Inasmuch as Froebel makes strong and reiterated demands for continuity in a child's life, what are you doing to coöperate with the other educational forces in community, or do you consider the kindergarten has a precious nook of



its very own without the pale of the state's function of educating its citizens?

## IX.

## INSPIRATION AND TRAINING.

(a) What general educational culture have you had, and also what technical kindergarten training as well as graduate study?

(b) Whence do you draw your sources of inspiration? Do you tie up to Froebel exclusively, or do you recognize him as only one of many great teachers? If you recognize Froebel as the sole authority, do you go to him first-hand for inspiration or do you take some other author's resetting of Froebel?

## X.

## GENERAL CAUTION.

If in answering any or all of the inquiries herein contained any two or more seem to lap in the ground they cover, please attribute the fault to the individual incapacity of the compiler, who has failed to differentiate clearly herself, and answer as it seems best to you. In no case hesitate to record your own impression of what the different divisions of the circular may call for, in the face of what the author may or may not be driving at.

## THE SHEEP IN THE SKY.

**A**CROSS the sky, as white as snow,  
See how the flocks of cloud-sheep go!  
Who is it drives them? Whither are  
They bent that race so fast and far?

It is the wind who shepherds them;  
In meads beyond the sky's blue hem  
He pastures them, and there in peace  
He shears and scatters wide their fleece.

—*Clinton Scollard.*

## CURRENT WORK—NEWS—REPORTS.

**New York Society for Child Study.**—The first midwinter meeting of the New York State Society for Child Study was held at Syracuse, N. Y., on Thursday, December 30, 1897, in connection with the annual conferences of the Associated Academic Principals, and the State Council of Grammar School Principals. An all-day meeting was held, the forenoon session being a joint session with the Grammar School Principals' Conference, bringing together interesting papers on six different phases of child study, and provoking lively discussions. "The Relation of the Home and School in Child Study," was presented from the point of view of the school by Mrs. M. H. McElroy, of Oswego, and from the point of view of the home by Mrs. Harriet W. H. Green, of Utica. Professor L. H. Galbreath, of Buffalo University, presented the actual material in one's professional training, and in the schoolroom which may be used by the teacher, in his paper "Child Study for the Practical Teacher." In the afternoon session Principal John G. Allen, of Rochester, presented the results of special investigations in his paper on "Child Study in the High School." Dr. James P. Haney, of New York city, an expert in medicine and manual training, made a plea for defective children in his paper on the "Dullard." The papers "Child Study by a Woman's Club," by Mrs. Hastings, of New York city, and "Scientific Child Study," by Professor Edward F. Buchner, of New York University, were read during the closing session of the meeting. The full proceedings of these sessions are soon to be published, and will be supplied to the members of the society. This society was organized during the 1897 summer meeting of the State Teachers' Association in New York city. While other states have developed an unprecedented enthusiasm in organizing teachers and parents into child study coöperation, the Empire State has promoted this phase of current educational inquiry largely through the efforts of the state superintendent's office. Many private clubs of mothers, teachers, and university students have been doing efficient work for many years in different sections of the state, as in New York, Buffalo and Syracuse. This society was organized as a Bureau, under the presidency of Dr. Griffith, superintendent of Utica Schools, and the secretaryship of Professor O'Shea, of the Buffalo University, to unite these scattered, local agencies, to promote child-study by establishing and fostering round tables for parents and teachers, to distribute helpful literature, and to "direct scientific studies relating to the rational treatment of childhood from birth to maturity." The society has been unable to effectively promote these aims through the resignations of the secretary-treasurer and his successor, Mr. Myron T. Scudder, both of whom removed from the state soon after their elections. On December 1, 1897, the Society issued Leaflet No. 1, containing "I. Suggestions for Testing Sight and Hearing, and II. A Few Suggestions upon Fatigue." It is hoped to follow this in the near future with pamphlets on special topics. The Society will be glad to undertake special studies upon any problems which may arise in the actual work of the school, of life, of the home, and invites anyone facing such problems to communicate them to the secretary-treasurer. The Society invites all persons interested in child-study, whether residing in the state of New York or elsewhere, to become members. All such

persons are enrolled as members upon the payment of fifty cents (50 cts.) annual dues to the secretary-treasurer. This fee entitles each member to all the publications and other benefits of the society during the year of membership. At the Syracuse meeting the vacancy in the office of secretary-treasurer was filled by the election of Professor Edward F. Buchner, of New York University. All remittances of membership fees, and all inquiries respecting the State Society for Child Study should be sent to his address at New York University, Washington Square East, New York city.

**The Kindergarten Section of the Michigan State Teachers' Association.**—For the first time the Michigan State Kindergartners' Association met with the State Teachers' Association as a section of that organization, December 28, 1897. The president of the Kindergartners' Association, Miss Sarah Goodman, having removed from the state during the year, Mrs. L. W. Treat was asked to preside over the section meeting. Before announcing the program Mrs. Treat made a brief but earnest appeal to those present for increased interest in the kindergarten educational system, and especially for kindergartens in the public schools. She then introduced Mrs. Clarence F. Swift, of Lansing, who read an excellent paper on "Precocious Children." Miss Mary E. McDowell, head resident of the Chicago University Social Settlement spoke of "Froebel's Social Point of View." Following are a few of the thoughts gathered from her address: "What we need in a meeting like this is inspiration. Froebel says a boy climbs a tree to get a view beyond, so we must climb up and get a new point of view, or, really go back to the source of our inspiration." The speaker held up a copy of Froebel's "Mutter und Kose Lieder," saying: "I go to this book for what I once considered kindergarten principles, but which I now believe to be universal principles." She briefly reviewed the chapter on "Symbolic Education" in which Miss Blow dwells upon the "dominant idea" ruling each age or time, and said: "In the beginning of our country's growth the dominant idea was freedom; today the dominant idea seems to be social unity, brotherhood. God is our Father, we are brothers and sisters whether we will or no." She then spoke strongly of the influence of the public school saying: "We must be more than teachers in our work today, more than mothers to the children gathered there, even our education must take the view of brotherhood. Pestalozzi became a pauper and lived with paupers that he might teach paupers to live like men. Froebel lived with Pestalozzi that he might learn of him. Froebel from his study evolved a philosophy of education, a philosophy of life, a philosophy of religion." Miss McDowell dwelt upon the social thought in so many of Froebel's "plays," and said: "And these ideas go further back than to the new education, they are the ideas of the New Testament. Paul said, 'We are one body and members in particular,' and Froebel teaches the same thing when he gives us the little play of the whole family in these little fingers." Again referring to the public schools she said: "For this education which should reach all people we must use a common social center, and the public school is that more definitely than any other institution." She then gave an interesting description of the public playground recently opened in Chicago. The entire program was most cordially received by the audience present, which numbered nearly two hundred people, and the speakers received the closest attention throughout, much interest being manifested. At the close of the program a short business meeting was held, at which the following officers were elected for the ensuing year: Miss Clara Mingins, of the Detroit Normal school, president; Miss Hester P. Stowe, of the State Normal school, at Ypsilanti, secretary.



MARY E. MCDOWELL.

The New York State Federation of Women's clubs listened to an important report submitted by its Educational Committee at the November meeting. What a current of school reforms might be set in motion if all clubs should concentrate for one year on this important point. The educational departments of women's clubs are alleged to be the most alive centers of work and usefulness in the majority of clubs. Dr. Amelia E. Trant, as chairman of the educational committee for the New York federation, presented the following important report: "The committee advises that a committee of eleven, ten of whom shall correspond with one-tenth of the federated clubs, through education secretaries, be appointed. The work offered is of three general kinds. First—The appointment of tactful women as school visitors to report in detail external conditions and whatever concerns the physical well-being of the pupil. Second—Work adapted to those clubs of women who have an interest in methods of teaching. Questions will be devised to test the efficiency of the teaching at all important points, notably the teaching of the English language, encouragement of original expression, opening of the mind of the child to natural history by out-of-door study, teaching a patriotism which is not warlike, coördinating the work of library and school. Third—The following courses will be offered for study, in which it is hoped the workers in the first two classes will become interested: (1)—The mind and body of the child, including kindergarten, child study, manual training, course of reading for mothers preparatory to instructing their children. (2)—The general history of education, emphasizing the evolution of modern ideas, including courses in special epochs, as old Greek, Roman, early Christian, Jesuits. (3)—The theory

of education, courses in general and applied psychology, showing that education is a progressive science, which must adapt itself to conditions which it has helped to create—that is, that no system can be final. (4)—The ethical results of education, a study of methods of teaching, with special reference to effect upon the character. School organization and administration in New York State, a study of the state school system and the school laws. Each course of study is to be accompanied by a suitable book list; a general bibliography of education can also be furnished. The committee favors vacation schools, and advocates definite efforts for increasing public interest in education.

**Personal Mention.**—Mrs. Humphrey Ward has lately said that the friendship of women for women is one of the distinguishing characteristics of the nineteenth century. Mrs. Wiggin's tribute to Alice Wellington Rollins, here reprinted, is perhaps as good a bit of evidence as might be furnished of the truth of this statement: "When Alice Wellington Rollins died the other day a rare and beautiful spirit vanished from the earth; a soul so lovely that no one who ever called her friend can withhold a glad tribute of tears and praise. Her literary work was brilliant, vigorous, original, poetic, by turns; but no single book or poem or line she ever wrote breathed half the charm or power that lay in the sweet woman herself. No pen could be a conductor for her peculiar talent; she expressed herself perfectly in herself, and in no other way. Her personality was genius, and no creature came within the circle of its radiance who ever failed to confess it. Her readers, be they ever so devoted an army, can have no conception of her friendship, for that, like the nature of which it was the consummate flower, was a thing so warm, so brave, so generous, so stimulating that it made the world a sunnier place to dwell in. Yet hers was no busy, bustling philanthropy; she had a whimsical horror of good works—and did them all day long! It was her part to move through life a joyous, beneficent presence, radiating the gospel of cheerfulness with such gracious and compelling charm that one felt ashamed to whimper in her hearing. Her existence was by no means free from anxieties and reverses, but no cloud was ever black enough to obscure her sun of joy. The encyclopedias may rank the writer as they will; we who had the privilege of her intimate friendship feel that in a certain fertility of mind, poetic insight, and affluence of emotional and spiritual experience, she belongs among the immortal few."—*Kate Douglas Wiggin in the New York Tribune.*

THE January meeting of the Philadelphia Society of Froebel Kindergartners was held on the eighth day of the month in the auditorium of the School of Industrial Art. The meeting was largely attended and was interesting and profitable. The announcement made by the president, Mrs. Van Kirk, that Miss Susan E. Blow will lecture before the kindergartners of Philadelphia in March, was received with enthusiasm. Miss Fannie S. Law spoke on the subject, "From Earth to Air," dwelling chiefly on the stems of plants. "We think of the root as anchoring the plant; the more showy parts of the plant appealing to our senses, demand attention; but when we come to study the stems of plants, which make the unobtrusive but important connection between the roots and the leaves, flowers, and fruits, we see that they are not passive, mechanical supports, but living, breathing parts of one great whole which could not exist without them. The very life of the tree is contained in great measure in the trunk and branches which are secondary stems." Miss Law continuing, defined and described plant cells and how the food is carried from cell to cell; explained and illustrated by blackboard sketches the structure of an exogen, explained grafting, the growth

from buds, and the different ways in which plants climb. The musical program conducted by Mrs. Southworth consisted of the songs, "Patter, Patter, Comes the Rain," "In My Little Garden Bed," and "Waiting to Grow." The meeting adjourned to February 12, 1898.—*Agnus M. Fox, Secretary.*

IN the second month of 1877, a kindergarten was opened under the care of the Religious Society of Friends, in the large sunny room occupied by the Friends' Library at Fifteenth and Race St., Philadelphia, by Ruth Burritt, who continued its principal until the appointment of Susan T. Comly as her successor in 1878. It was regarded by Elizabeth P. Peabody, who was really the pioneer of the introduction of the kindergarten movement in America, as a most favorable indorsement of the cause, that the Society of Friends, whose guarded care for the education of their children led them to feel the importance of adopting the kindergarten as the beginning of the course of study, in their well established schools at Fifteenth and Race Sts. It was most earnest desire of Elizabeth P. Peabody that the integrity of the Froebel spirit should be preserved in this kindergarten, and the conscientious devotion of Susan T. Comly, who continued its principal until 1891, proved her loyalty in conducting a pure kindergarten. On the resignation of Susan T. Comly, Sarah T. Price was made principal, and with two assistants (the present ones, Bessie K. James and Eleanor Mather) continued the care of the kindergarten, since the establishment of which 672 pupils have been enrolled. A kindergarten in connection with the Friends' school at Seventeenth and Girard Avenue was established last autumn, with Mary H. White as principal, Margaret Roberts, assistant.

**Child-Study Congress.**—It is significant of nineteenth century progress that the Roman Catholic church should take the initiative and call the first child-study congress ever held in New York. Of course the phase of child study and child culture considered in such an assembly would be largely religious and tintured by the doctrinaire of the sect, but the fundamental principles of child study as a psychological development were as clearly recognized, together with the necessity for high aims of education, as in a secular assembly. One expression of opinion given utterance to by a teacher present, though criticised there, is a touchstone for child-study workers of any class or belief. "The time has come for our children to become useful, not merely good. There is not enough done for them. We do not consider the individual sufficiently." And one of the monsignori of the church framed the whole subject in the following concise and comprehensive statement: "Character must be built out of the materials at hand. The natural serves as a basis for the supernatural. If this knowledge of the child is necessary for the teacher, so much more is it necessary for the parent. Every parent should be something of the psychologist, as should everyone who comes in contact with the child. The child's nature should be drawn out and cultivated, that he may be what God intended he should be—an individual."

THE following students in the Prang Normal Art Classes, Boston, were awarded scholarships at Pratt Institute, Brooklyn, for 1897-1898: Miss Lena F. Cleveland, Camden, Maine, supervisor of drawing; Mr. W. Washington Dove, Providence, R. I., Manual Training High School; Miss Helen L. Hilton, Boston, Mass., grade teacher, grammar; Miss Hallie M. Wood, Westerly, R. I., supervisor of drawing and music; Miss Dela Pollock Mussey, teacher of drawing, New York city high school; Miss Christina Gastmann, Randolph, N. Y., grade teacher, pri-

mary; Miss Florence L. Rose, St. Johns, Mich., grade teacher, primary. These are known as the Prang Scholarships, and are awarded each year to the best students. The scholarships are limited to ten. They entitle the holder to one year's free tuition at Pratt Institute in the day and evening classes of the art department, and to one hundred dollars in money. One of the conditions of the competition is that the students shall be actively engaged in public school work while carrying out the work of the Normal Art Classes. The lessons are carried out by home study and correspondence, and it therefore shows special earnestness and diligence to have won a scholarship in these classes.

A "chocolataire" was given at South Bend, Ind., in December for the benefit of the kindergarten. The affair was given in the form of a reception at one of the beautiful homes of the city and included a bazaar of goods suitable for holiday gifts. The refreshments served were all chocolate, and the occasion was pretty and unique. In spite of very unfavorable weather the attendance was good and the net proceeds amounted to \$350. South Bend has a training class, under the direction of Miss Helen Lloyd, known as the "Froebel Training Institute." Mrs. Burr C. Stephenson, Mrs. W. Scott Adler, and Mrs. Chester J. Reynolds have united their efforts as president, secretary, and treasurer of the institute to awaken a public sentiment for the kindergarten, with the hope of its being installed in the city schools. Until this year but little has been known in South Bend of the benefits of the kindergarten. It has been looked upon as a place to entertain young children and to relieve mothers, and the several private kindergartners attempted heretofore have been too short-lived to show any practical results. Now they have a paid kindergarten of forty children, and a free kindergarten supported by the ladies' Progress Club—both doing good work.

Dayton, Ohio, has ten public school kindergartens, and a training school conducted by the board of education under the principalship of Miss Anna Littell. This first year of the normal training school finds a student enrollment of twenty-seven. A mothers' study circle has been organized in connection with each of the ten kindergartens, and holds monthly meetings. If the attendance at these circles numbers only twenty mothers, Dayton sees two hundred mothers in monthly meetings to consider the greatest of all subjects of study—that of child-rearing. The small study circles are to be encouraged. Neighborhood circles admit of informal discussions which bring great good and benefit. Miss Littell has planned to have the ten circles gather in a central union meeting three times during the year, when prominent leaders and speakers will be invited to address them, the mothers having a part in the arrangements. Ten successive years of such sincere and consistent work to common point of interest, cannot fail to lift any community to a higher and more satisfactory social plane.

THE St. Louis Froebel Society was called together by the president, January 3, for the purpose of meeting Miss Clara Louise Anderson, of Chicago. The meeting opened with a New Year greeting from the president, Miss Mary C. McCulloch, who had just returned from Jefferson City where she attended the State Teachers' Association; she was very enthusiastic over the intense interest and rapid progress of the kindergarten movement throughout the state. Miss Anderson then gave a few practical illustrations from her book "Instrumental, Characteristic Rhythms," as used with little children. The music and thought proved so inspiring that all were soon taking part in the marching, skipping, and other rhythmical movements. Miss Anderson plainly

stated that this work was not to take the place of the songs or games, but was merely supplementary, and could be used in connection with all parts of the work. Over two hundred members were present, each receiving a pretty card from Miss McCulloch, bearing the following wish for the new year:

May every soul that touches thine—  
Be it the slightest contact—get therefrom some good,  
Some little grace, one kindly thought,  
One aspiration yet unfelt; one bit of courage  
For the darkening sky, one gleam of faith  
To brave the thickening ills of life.  
One glimpse of brighter skies beyond the gathering mists,  
To make this life worth while,  
And heaven a surer heritage.

THE public board of education of Philadelphia supports 135 kindergartens, and 180 kindergartners, appropriating \$70,000 yearly. The training course at the normal school, Thirteenth and Spring Garden Sts. (from which the large number of future kindergartners are to be obtained for city work) is an extended one of two years, including observation and practice in five kindergartens. Miss Anna Williams is now supervisor. There are two large kindergarten associations—the Froebel Association, of which Mrs. Van Kirk is president, and the Philadelphia branch of the I. K. U., with a membership of 250. This organization is only five years old, having been started in 1892. Since Mrs. Constance Mackenzie Durham's resignation in October, 1897, Miss Anna Williams has served as president pro tem. February 4 an election for president will occur. This association meets bi-monthly, the first Tuesday of October, December, February, April and June. The Froebel Association meets the second Saturday every of month.

By some most unfortunate mistake the name St. Louis Froebel Society was omitted from the list of branches in the report of second annual meeting of the International Kindergarten Union. After the warm, cordial reception given the delegates at the meeting in St. Louis last April, all the kindergarten world knows that the kindergartners of St. Louis do nothing by halves. The treasurer of the I. K. U. begs to announce that the St. Louis Froebel Society is true to its characteristic in all its relations to the I. K. U. The society as a branch is not only paid up, in its dues, but has made its payment for 1898-9 as well. Will members holding copies of the I. K. U. Report kindly write the name St. Louis Froebel Society into the list. The only other society having the same clean record on the treasurer's books is, as might be expected, the Philadelphia branch.

"The Evolution of a Primary Teacher" is full of interesting and instructive experiences; I admire your tactful wisdom in introducing the primary teacher as a background upon which to project the excellencies and deficiencies of the teacher to be found in every grade of school, and in kindergarten as well. Many a kindergartner may cull from the January number suggestive phrases that if acted upon would transform herself, and consequently her work and its results; for instance, "the low, clear voice, that held a *cadence*" (self-control and harmony); "peace and happiness,—the teacher's face revealed the secret" (influence of personality); "an atmosphere of restfulness, free from artificial excitements." Of which more is needed in the kindergarten where sometimes bustle and confusion are thought to be self-activity in the Froebelian sense.—*A Subscriber.*

PHILADELPHIA expends \$3,500,000 a year on her schools, making the maximum cost per capita of her public school pupils, \$64.09. Prin-



cipals receive from \$3,000 to \$4,000 a year; professors in the boys' school, \$2,500; teachers in the boys' school from \$800 to \$1,800; and teachers in the girls' school from \$800 to \$1,600.

THE Froebel Institute, Lansdonne, Pa., was started in 1888 with seven pupils. In ten years it has grown to sixty pupils, seven teachers, a training-class for kindergartners, and a mothers' club of forty members, known as the Formative Round Table. The club since its organization six years ago has been freshly inspired by visits from Professor Hailmann, Miss Wheelock, Miss Brooks, Miss Hofer, Baroness von Bülow Wendhausen, Mrs. Lucretia Willard Treat, Mr. Patterson Dubois, Miss Glidden, Miss Blow, Superintendent Gilbert, and Mrs. Ballington Booth. Last fall a public kindergarten has started with an average attendance of thirty pupils.

THE executive committee have announced the selection of Washington, D. C., as the place for the annual meeting of the National Educational Association in July, 1898. The time will be from Thursday, July 7, to Tuesday, July 12, inclusive. It is expected that the National Council will meet during the two days before the opening of the general association. Already the Trunk Line and Central Passenger Associations have granted one fare for the round trip, plus two dollars membership fee, with extension until August 31. This action awaits the approval of the board of general managers, which will doubtless be secured at an early date. Without doubt, connecting associations will take concurrent action.

THE paper on patriotism, by Mrs. Gregory, in this number, was written in response to questions suggested by the Pro Patria Club, of New York, embodying the following topics: discovery of the country, different explorers, landing of Pilgrims, founding of colonies, causes of Revolution, prominent incidents in the war, Declaration of Independence, Valley Forge, Arnold's treason, the national flag, personal responsibility of a voter, responsibility of office, sacredness of a promise. Mrs. Gregory writes that this outline is practical, for nearly all of it has been done by children in the kindergartens of which she is supervisor.

A WRITER for the local press says of Supt. W. H. Elson, of West Superior, Wis., "He is master of his profession. He is abreast of modern thought in religion and philosophy. He is in thorough sympathy with advanced education, and knows its application. He insists on military discipline among his teaching force. He is an unerring judge of mental qualifications in a teacher, but seems unable to detect those subtle and elusive traits of character that render a teacher, however well qualified mentally, a failure as an educator."

THE National Kindergarten Union was organized in 1892 at Saratoga, at a meeting of the National Educational Association. In 1895 a preliminary meeting was held in Boston, and in 1896 the first convention was held in New York, the second convention was held last April at St. Louis. Miss Lucy Wheelock, of Boston, Mass., is president of the union, which is composed of upwards of thirty branch associations of kindergartners organized in as many cities of the United States.

AN able, practical article by Miss Nina Vandewalker, of Milwaukee, on the subject of "The Influence of the Spirit of the Kindergarten upon the Normal School" will appear in the March issue of the KINDERGARTEN MAGAZINE. In the same number will appear a spirited description of "The Kindergarten Materialist," by Miss Martha V. Collins,

supervisor of kindergartens of Sheboygan, Wis. The Badger state is doing substantial work, and has several champions that do credit to the cause.

DURING the holiday week in Chicago, a chorus of about five hundred children from the various social settlements, under the direction of Miss Mari R. Hofer, gave an entertainment known as the "Children's Messiah," the proceeds of which were distributed among the settlements for the purchase of pictures and music. The art and literature department of the Chicago Woman's Club had charge of the entertainment.

It appears that newspaper reports have made Mr. Phillip S. Driver, of Sacramento, Cal., seem an antagonist instead of a friend of the public kindergarten, which latter he is and has been for many years. Mr. Driver is a prominent attorney, and member of the school board, and has always cast his influence on the side of public kindergartens, in spite of the fact that Sacramento schools are overcrowded; and that additional taxation will be necessary to maintain them.

ONE supervisor writes: "The Christmas work in our kindergartens has been more honest, sincere work than ever before, as it represented the children's work pure and simple without the last touches by the teacher's hand. Some of the ribbons were tied in loose knots by those who could not manage bows, but that enabled a child to say in strictest truth, 'I made it every bit myself.' I was made the recipient of this proud and joyful confidence more than once during the month."

THE entertainment committee for the Philadelphia meeting of the I. K. U. has made arrangements to have all speakers, members of the executive board, and other prominent friends entertained at the homes of hospitable Philadelphia citizens, and other delegates at hotels and boarding houses at the expense of the Local Branch. Also the Civic and the Century Clubs have extended courtesies to the Union.

MRS. MARY H. BARKER, president of the kindergarten section of the Wisconsin Teachers' Association, urges that the word "control" be substituted for "discipline" in all discussions pertaining to school management. She said: "Control pertains to the strong, broad pervading power, the power which abides over and above all discipline."

MISS MARY HALL, supervisor of public kindergartens of Milwaukee, is a woman of unusual force and conviction. Her paper in this issue is brim full of potent suggestion and good will.

"Little John saw a small tug engaged in towing a large ship, and heard the tug whistle loudly. 'Oh, papa!' he exclaimed, 'the big boat's got the little one by the tail, and it's squealing!'"

AN intelligent father spent a forenoon in a Chicago kindergarten recently. He was asked what impressed him most in the exercises. He answered: "Systematic development, and it ought to be in every school."

I ENJOY your magazine very much indeed; it seems to me to deal more directly with Froebel's principles than any other kindergarten magazine. With renewed interest.—*Louise W. Kneeland.*

SPOKANE, Wash., has two public school kindergartens. Kindergarten progress is steadily crossing the Rockies.

WHEN a tiny boy was shown a photograph of his father, and asked if it was not papa, he said, "It isn't the one that talks!"

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The Influence of the Spirit of the Kindergarten upon a Normal School. } Nina C. Vandewalker

Vol. 10

MARCH 1898

No. 7

# KINDERGARTEN MAGAZINE



**PLEGED TO MAKE THE KINDERGARTEN FREE TO ALL CHILDREN.**

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# KINDERGARTEN MAGAZINE

*Vol. X.—MARCH, 1898.—No. 7.*

## THE INFLUENCE OF THE SPIRIT OF THE KINDERGARTEN UPON A NORMAL SCHOOL.

NINA C. VANDEWALKER.

**T**HAT a normal school is not complete in its pedagogical equipment without a kindergarten has long been an article of my professional creed.

Hence the invitation to present a paper on the topic before us was promptly accepted as an opportunity to give reasons for my faith. That those reasons might be something more than my theory, however, I submitted the following questions to our senior class, for the purpose of determining if possible the nature and extent of the influence our kindergarten had exerted upon them:

1. Is the fact that there is a kindergarten in this normal school of any value to you? How?
2. Have you come into any contact with the kindergartner or the students taking the course? Has this contact been of any benefit to you?

It might have been instructive to present the results in the prevailing graphic form, but this seemed unnecessary. Of the 180 students in the class, 22 are taking the kindergarten course, hence their statements were not called for. Of the remaining 158, 130 replied. Of these about thirty stated that they had received no benefit from the kindergarten, usually adding, however, that it was because they had not had time or opportunity to visit it. One student remarked that "he would take the hint," while others said, one underscoring the words, "I should be in favor of some plan by

which students could become acquainted with the principles of the kindergarten, and see their application." For the sake of the argument we will assume that the thirty who failed to respond, or sixty in all, had likewise received no benefit.

Of the ninety or a hundred students who answered in the affirmative, the majority had really visited the kindergarten and seen its workings. Other channels of influence were mentioned, however, the principal ones being talks on the subject given before the school, or at the practice teachers' conference, library reading on the subject, and contact with the students taking the course. Of these the first, direct observation, was by far the most effective, however, as there has been as yet little organized effort to bring the work of the kindergarten before the school as a whole.

The nature of the benefit received varied widely. To the majority the value lay in the broadening of their educational intelligence in giving them an idea of the kindergarten and how it is conducted. "I have found out that it has a systematic line of work, and aims other than to take up the time of the child," said one. Others stated that they had gained an insight into its scope and methods, and an idea of what children know on entering the first grade. Another stated that he had learned that its fundamental principle, education through self-activity, applies to all school work. Another said, "My contact has been of an indirect nature only, not professional, yet I believe I have imbibed something of its method of procedure."

To another class of students the benefit lies in the opportunities it affords for child study. "It has brought to my notice many ways of dealing with and controlling children that I should otherwise never have thought of," said one. "It affords a valuable study room," said another. "It has stimulated me to observe children more," said a third. "It has taught me to sympathize with children," "to look at things from a child's standpoint." "I have gained a much better idea of children's sympathies, and interests," said still others. "The observation of children's plays has made

me feel as though I should like to know more about the work." These and like comments occurred again and again.

To others still, the attitude of the kindergartner toward her pupils suggested new and higher ideals in the mode of treating children. "The manner of the teacher attracted my attention." "The spirit of the work has helped me." "It has taught me that as a rule we little realize how much study and careful preparation it takes to train little children," are additional remarks. "As happiness as well as some other things is catching, it has made me happier," is another tribute. Many additional ones might be added, but these will give their general tenor.

What do the above statements show? First, that if from ninety to one hundred busy normal students have found time for the observation implied, without any organized effort to direct their attention to the kindergarten, it must have an inherent interest and value greater than has generally been recognized. Second, that such a concrete basis of observation would make a discussion of its principles both welcome and intelligible; and third, that if the kindergarten possesses the inherent interest the above statements seem to indicate, organized observation, reading, and discussion may be made a much larger factor in the student's pedagogical development than has hitherto been recognized. This suggests the value of observation work in connection with the study of psychology, educational theory, and methods. The finer points in teaching, the spirit of the teacher, her attitude toward her pupils, and that indefinable and unanalyzable something—the atmosphere of a schoolroom—cannot be taught by classroom discussion; they must be seen and felt. Contact with the kindergarten spirit and philosophy as translated into the lives of the children in the kindergarten is needed to show its true value.

It goes without saying, that the extent of the influence a kindergarten will exert depends upon the use made of it. In our own school this influence is broadened by the presence in the school of the fifty students taking the kindergarten course, but in spite of that fact, personal observation in

the kindergarten remains the largest factor. Supposing a kindergarten to be added to a normal school for purposes of observation mainly, how would it further the student's pedagogical development?

First, it would broaden his educational intelligence, which is manifestly one of the functions of a normal school. That graduates should have an acquaintance with the leading facts of educational history is generally recognized, but an acquaintance with current educational movements is, if anything, even more essential. The organization and spread of the kindergarten, its effect in modifying and transforming educational thought and practice during the past twenty-five years is one of the great facts of modern educational history. The normal school that gives its students no insight into Herbartian pedagogy at the present time would be considered out of date in educational circles, but the influence of Froebel upon education has been infinitely more vital. Should not the normal graduate know something of his theory and practice also? But there is no way to give such knowledge so effectively as observation in a kindergarten itself.

The modern movement of child study is another into which the normal student should be initiated. But for this also the kindergarten is invaluable. The purpose of the child-study movement is the better understanding of the child for the purpose of directing his development more intelligently. This is likewise the purpose of the kindergarten. But teachers too seldom feel the beauty and sweetness of childhood in the schoolroom because they are engaged in repressing its activity. They consider and study the child as a learning being only, and not primarily as a feeling, acting individuality. In the kindergarten the child is a whole human being, not an intellect, primarily. Hence the value of the kindergarten over the school as a place in which to observe children. The methods of child study that must be observed in the kindergarten serve also as a corrective to the methods in current use—the study of children's compositions too frequently considered out of relation to their

heredity and environment. Hence results that anomaly—child study without as much as a glimpse at a real, live child. In the kindergarten the study of children must be more than a study of their products; it must be a study of the living child in all his changing moods and manifestations. Such study of children in the schoolroom is hampered by the school restraints and the nature of the school activities. In the kindergarten the child is free, spontaneous, and natural. Hence a study of children in the kindergarten will do more to give the future teacher an insight into child nature and educational problems than any puzzling over questionnaires and children's papers can hope to do. It will give to child study a reality and value it now too frequently lacks.

But the influence of the kindergarten is felt in still another direction. The normal school stands for what is established, and thus tends towards conservatism. Because of this, and the necessity for formulating its work, its methods tend to become fixed and formal, and thus to bring reproach on normal school work. The presence of a kindergarten, the whole spirit of which is spontaneity, naturalness, and free self-expression, is a valuable antidote to this. In the kindergarten the child is superior to the system; in the school the individual must too often yield to it. The emphasis the kindergarten places on the individual in his social and ethical relations is of great value to the future teacher in helping her to see her pupils as individuals when she is obliged to emphasize class instruction. The further emphasis the kindergarten places on sympathetic relations between teacher and pupil will serve as an ideal when she is tempted to adapt the arbitrary modes of government the school sometimes seems to require.

The values thus far indicated apply to all students, but there are two special classes for whom a contact with the kindergarten seems indispensable. These are the primary teachers, and the young men who are looking forward to supervisory work. The prevailing fault of education is that it is too exclusively intellectual—that it does not develop the whole child. But an education through activity is neces-

sary in the primary grades if nowhere else, as a foundation for intellectual development, if for no higher purpose. It is in the degree that the primary school approaches the kindergarten in spirit and method that it is a success, and the difference between the ideal primary school of today and that of twenty-five years ago is due almost wholly to the influence of the kindergarten. The quickest way to make a good primary teacher is to bring her into actual contact with the kindergarten thought and practice. If every normal student who is to become a primary teacher were to spend some time in observing the work of a first-class kindergarten, a discussion of the work in its application to the primary school following, the result in stimulating educational progress and promoting the happiness of the children of our state would be incalculable.

But if this is true of the primary teacher, how much more is it true of the principal or superintendent who directs her work. In too many cases overcrowded courses and overworked teachers result from inadequate insight, on the part of those who supervise the work, into the real needs and ability of children. In my judgment no young man should graduate from a normal school without some practice teaching in the primary grades, a principle faithfully carried out while director of practice work at Whitewater. It was not always best for the children, but it had the most salutary effect on the young men, as any who may be present could testify. A course of observation in the kindergarten would be of even greater value to the cause of educational progress.

The kindergarten has many aspects, and hence many lines of influence besides the purely pedagogical ones. Not the least of these is its high estimate of motherhood, in consequence of which it sweetens and ennobles every woman who comes within the sphere of its influence. The womanliness of the true kindergartner is the highest tribute that can be paid to Froebel's philosophy. Should not the normal school girl have this ideal, and an acquaintance with the literature that emphasizes the beauty and sacredness of

motherhood and childhood? And has not the young man a like need for a high ideal of womanhood? Were man's ideal of womanhood higher and truer, many of the evils of society would be remedied. This suggests another of the values of the kindergarten—its bearing upon social reform—but time forbids a further discussion.

The kindergarten ideal is the development of the ethical individual—an ideal that is just beginning to appear on the educational horizon through other lines of thought. As the direction whither educational thought is tending is recognized, the prophetic insight of the founder of the kindergarten will receive increasing recognition, and the kindergarten will be considered a necessary part, not only of every school but of every normal school system.

*Milwaukee State Normal School.*

## HIS STORY.

MARY ELIZABETH LEE.

### I.

"PLEASE tell me a story, just one for tonight,"  
Said a three-year-old darling, cuddling up tight,  
Then looked up to hear the old time-honored rhyme  
Which starts all our stories with "Once 'pon a time."  
But instead I asked him just what must I say,  
And he gave me his wishes in this baby way:

### II.

"Oh, tell me a story 'bout good fings to eat,  
'Bout puddings and pies an' everyfing sweet,  
And a poor little dog what's runded away  
And can't find its mama or a place to stay,  
And make it so long it will reach to the moon  
So it *can't* stop, Grandma, so dreffully soon."

### III.

I picked from the storehouse somewhere in my head  
A story to suit what the dear one had said,  
Of round, plump plum puddings and bonbons most gay  
Which the little dog saw while running away,  
But 'ere I had reached the big shining moon  
He had gone fast to sleep too "dreffully soon"

## THE KINDERGARTEN MATERIALIST.

MARTHA V. COLLINS.

SOME four or five years ago I visited a certain public-school kindergarten. It had an attendance of about forty children, and was under the direction of two kindergartners, both graduates of one of our most prominent training schools. The children were seated around the circle and a good-morning greeting was sung. Following this, the kindergartner suggested two or three other songs, which were rendered with gradually decreasing enthusiasm; then the children were asked to choose, and song after song followed, until I imagined the kindergarten repertory must be as completely exhausted as were the children's interest and their vocal powers; in fact, this order of exercise showed symptoms of following the illustrious example of Tennyson's "Brook."

Finally the children returned to their tables, and then I thought I should certainly discover what they were interested in. I presumed that there would be a little conversation between teacher and pupils relative to the thoughts which were being emphasized in the daily program; but this was not to be. At a signal all hands were folded and Fourth Gifts distributed. The bricks were removed according to direction, and a series of forms of symmetry were dictated. Constant nagging on the part of the kindergartner was necessary in securing attention, and weariness was very evident before the close of the exercise. After this the children returned to the circle, and several disconnected and formal games were played in a perfectly mechanical manner, the pupils having lost all interest in the oft-repeated plays. The occupation work consisted in pasting a reproduction of one of the forms laid with the bricks.

After dismissal I engaged in conversation with the kindergartners, and during the course of our talk inquired what



topic or topics were under consideration—what was the especial work at that time. In reply I was told that it was impossible to carry out a connected program with so large a number of children—that they aimed to develop the regular series of gift exercises and schools of work as far as possible, and believed that these, together with the kindergarten songs and games, offered all that was necessary to the culture of their pupils; that the use of the gifts and occupations as designed by Froebel secured to the child the best possible means for its development, and could not fail to be educative in the highest degree.

Here were kindergarten materialists of the most pronounced type. Indeed, I think one would not be likely to encounter such rare specimens more than once in a lifetime. However, I believe that the causes which may have produced these misguided adherents of Froebel will give us an insight into the spirit which prompts many kindergartners to cling so steadfastly to the gifts and occupations, and to look askance at any theories or methods which seem to conflict with their use.

I am inclined to believe that training schools have been somewhat to blame in this matter. Too much attention has been given to the so-called practical side of the training, to the neglect of the theoretical. Too much time has been spent in the production of elaborate schools of hand work—often resulting only in overstrained eyes and nerves—and not enough to a study of the philosophy underlying the kindergarten system. It is so much easier to obtain tangible results in material form from immature girls or women lacking in mental power than to bring them to an understanding of the deepest thoughts of a master mind.

Surely it has been a mistake to place Froebel's most abstruse writings—for instance, the "Education of Man,"—into the hands of students before they have become imbued with his spirit and ideas as revealed in the clearer light of modern thought. They should first sit at the feet of one who has drunk deeply from the fountain of Froebellian science, and who is able to present its salient principles in a

more simple and orderly manner. Great is the kindergartner's obligation to such writers as Dr. Hailmann, Miss Blow, and James L. Hughes—whose new book, "Froebel's Educational Laws," is a remarkably fine exposition of Froebel's principles and methods.

It is possible that the author of the kindergarten, in his devotion to analysis and synthesis and his love of logical development, may have overestimated the value of these principles as embodied in the kindergarten material. It is probable that the use of this material does not cause the dimmest foreshadowing in the mind of the child of some of the great truths which it is intended to typify.

A most intelligent and capable kindergartner said to me, "The kindergarten gifts and occupations are a perfect unity—a whole composed of parts logically developed and systematically arranged. If we omit any one, for instance, perforating, we mar the symmetry and detract from the value of the whole." To such an individual system is very dear, and there is great danger that the child's natural inclinations and interests may be subordinated to it.

Considering the emphasis placed by Froebel and his most intelligent students upon the necessity for self-active and creative work on the part of the child, it is astonishing to discover how little of such work is done in many kindergartens. Even where the kindergartner uses the gifts mainly as a means of expression and not for their inherent educational value, she still causes the pupil to express her thoughts rather than his own, and that through imitation or in response to her direction. She frequently excuses herself with the remark that the child does not wish to express his own thoughts; in fact, seems to possess none. If this be true there is something radically wrong with her method, for her first business is to secure thought upon the part of the child. To do this she has only to direct his powers of attention and observation to the objects surrounding him and the relationships in which he is placed.

I do not advocate that the kindergartens become mere schools for nature study—they must be much more than

this; and the social or human side of the work is equally important. However, it is quite clear that the intelligent study of nature is also much neglected, and if we are to believe Froebel upon this point, the loss to the child is incalculable; for upon this (nature study) depends the growth of the germ thoughts or apperceptive centers which are to determine the breadth and depth of all future mental and moral development; upon this Froebel relies for the awakening and cultivation of the child's spiritual or religious nature, and believes, too, that it is the means of arousing within him the consciousness of his own ability to assist life to higher growth and to create new elements of power.

To accomplish these results, three things are necessary—companionship with nature, nurture of nature, and the observation and study of its varied forms and processes. The kindergarten which does not provide for this three-fold nature study is defective in one of its most vital points, and the kindergarten who does not realize that the environment of the child, and not Froebel's Gifts or any other artificial devices, valuable as they may be, contains the elements of his education, is making a mistake which will result in serious and irremediable loss to him.

---

#### ANSWERED PRAYER.

FATHER, whose tenderness has wrapped me round  
In a great need, to what shall I compare  
Strength thou hast sent in answer to my prayer?  
Not to the help some falling vine has found,  
That trailing listless on the frozen ground  
Clings suddenly to some high trellis there,  
Lifting itself once more into the air  
With timid tendrils on the lattice wound.  
Rather to help the drooping plant has won,  
That weary with the beating of the rains  
Feels quickening in its own responsive veins  
The sudden shining of a distant sun.  
When from within the strength and gladness are,  
My soul knows that its help comes from afar.

—Alice Wellington Rollins.

## BENEFIT OF THE KINDERGARTEN TO THE INDIAN CHILDREN.

LUCIE CALISTA MALEY.

**T**HE question is often asked, "In what way does the kindergarten benefit the Indian children?"

When I first entered the Indian work I heard so many different opinions expressed as to the good it would do. It only seemed to be on probation, but now as I write these lines the picture comes before me of my children as they entered kindergarten two years ago, and as they left me to enter the primary grade last fall.

That lovely October morning, 1895, when I greeted my pupils for the first time, about twenty-five pairs of bright eyes were turned upon me, and I was about as curious as they, for I was to open the world of language and beauty to these little ones, and I wished to know what material had been given me to use.

As I worked with them day after day, and saw their eyes brighten as new ideas unfolded to them, I could readily perceive a change. When they entered many of them were listless, and apparently very dull, only "stupid Indians," but that was because their eyes were closed and ears still unstopped.

We began with their home life, made our tepees and moccasins, then led from that to little white children's home life, showing them how good it was to be pure in word and life.

We find among them no idea of "mine and thine." So much is given them that they think all belongs to them. One of the first things we do in our kindergarten is to give the child the feeling of ownership. As the Baroness Marenholtz von Bulow says in the Child Culture papers, "Without possession, without ownership, the individuality of man would never have been fully stamped. Ownership widens

personality by giving it power to work, means to carry out its will, and to satisfy the feeling of fellowship by sharing it with others."

We have our garden, each child taking care of its own. He plants the seed, and through observation learns what effect sun, light, and rain have upon the plants. If the child is careless and neglects them they die. Thus he is given lessons in agriculture, as well as in personal responsibility.

Cruelty seems to be a part of their nature, inherited from their savage ancestors, and this our work must change. We spent hours watching the ants, noticed how busy they were, and before long my children would go around, to keep from stepping on the busy little workers.

In our walks every few minutes some one would call a halt to examine a worm, butterfly, or stone. They were delighted to notice the color on the grasshopper, and with great horror told how a boy had *killed a spider*.

I had five gophers in my room at one time; mice were brought to me, birds with broken wings, etc.

Like Hiawatha they adopted all nature. Animals were their "brothers," birds were their chickens. Very tenderly they would look into a nest to see how many eggs, the color and size, then hurry away, for they said "The mama bird cried for them to go away."

The beautiful world of nature is opened to them, and a knowledge of her workings and sympathy with her cannot but help to refine and bring them nearer to nature's God. Eyes that have once been opened, ears that have once been attuned to the music of nature, are not easily closed again.

Work that comes to them later is easier and more attractive, for does it not all tell of this wonderful world? Skill of hand is gained, neatness and exactness. "Nothing will do except the best" was taught in all. Work was made a delight to them, the paths of learning pleasant, and an easy transition from their old, careless, free life into the world of knowledge. That which they gained from nature in their walks was given in a new form in play.

Of course the keynote of our work is love. One of the

first things they learned was that the word on the board in large letters was "Love," and as they all turn toward it and sing, "For love is our motto, in work or in play," they seem to understand.

The cheerful morning greeting is always given; then with heads bowed and hands clasped, they return thanks to the One who has cared for them through the night. Other devotional songs follow, such as "Can you tell how many stars," etc., telling the children God knows, and would miss one if it should fall.

I often hear the teachers in the upper grades complain that the children cannot pay attention. If we, through our kindergarten, help in that direction, it will surely be a lasting "benefit."

We give the children two sticks, tell them to place them in a certain position; they will at once do something else with them. That is not permitted at all. They must do exactly what they are told to do, and keep it in that position till told to change. Their little hands must learn to take care of themselves—as, a piece of clay is placed upon the table, of course all want to take it up, but no; it must remain still while the hands make a bird's nest, or apple, etc.

One important thing we teach is patriotism. They never knew before that they had any share in the flag, but now they say proudly, "It is *our* flag," and dire disgrace falls upon any one of them who allows it to become torn, or to touch the floor. Very tenderly and proudly the one chosen to hold it touches its folds, and if it even comes near the ground a dozen hands are extended to take it up. To them its colors say, "Be pure, be true, be brave, or you cannot touch me," and it is a sore punishment to say, "You cannot hold our flag today; those words made your lips impure."

The salutation of the flag comes every morning, and my little ones would as soon expect me not to greet them as that we should not say "good morning to the flag."

Courtesy to the teacher and to each other is continually taught. The little women were to be remembered before

the little men, and we trust this training will follow them till they become the old men and women of their tribe.

In planting seed we do not wait until the springtime is gone and summer is here. So let us have these little ones in the early springtime of life, and sow the good seed in their hearts.

And from the time when the first good-morning smile and greeting is given, until the time when with a bow and good-bye they leave the teacher, may we remember that we are laying a foundation for the character of the Indian men and women of the future.

The old Indians cling to the customs and traditions of their tribe, and but a small per cent are influenced to any permanent change of life, but in the kindergarten we take these dark-skinned boys and girls while they are impressionable, and through its pleasant teachings form habits of observation and thought, preparing the way for the teachers who shall come after us, and developing in the child the principle of the one word—the keynote of all our work—love.

### PUSSY WILLOWS.

ALICE C. BEALERT.

PUSSY willows swinging there  
 In the balmy spring-time air,  
 Many tales your fringes tell  
 Of cheerful work you've done so well.  
 At Christmastide you slept, dear things  
 While all the earth with song did ring  
 With gladness, joy, and sweetest mirth  
 O'er the Christ Child's wondrous birth;  
 But now at slightest touch of sun  
 From your cradles you've leaped, each one,  
 And threads of yellow, red and brown  
 You've wrought into your trailing gowns.  
 How well they fit you, pussies dear,  
 And I'm so glad to have you here.  
 Then swing, and swing, and swing all day,  
 Then in the moonlight swing away,  
 With happy thought of bright today.

## THE EVOLUTION OF A PRIMARY TEACHER.

### CHAPTER VI.—LIVE AND LEARN.

KATE L. BROWN.

THE Primary Teacher was seated in her room, surrounded by a chaos of school material. The bed was covered, the table crowded, and every chair held its special burden.

Outside the world was reveling in the glories of keen winter sunshine, deep blue sky and the whiteness of newly fallen snow. The shouts of joyous children arose from various back yards below, and there was a melody of sleigh bells chiming on the crisp air.

The Primary Teacher looked wistfully out more than once, then down at the piles of material, and resumed her work with even more vigor.

A sudden knock at the door broke upon her reverie. The knob was turned and a voice called through the crack, "May I come in, dear?"

"Oh, yes, yes!" cried the Primary Teacher, starting joyfully and dropping a lapful of material as she ran to greet My Lady, who advanced, bright and rosy in her sealskins.

"I have come to call you to account," said her visitor severely, as she settled herself calmly on some language cards in the easy chair.

"What have I been doing now?" inquired the Primary Teacher, guiltily.

"That is what I desire to know. You have not deigned to notice our humble abode for at least six weeks. You reply to my notes by a scrap saying, 'I'm so sorry I can't come to tea, but I have a lesson.' 'I am so busy I really cannot afford the time to go to the theatre with you.' 'Thank you so much for the private view tickets, but I have a lecture.' The last time you didn't even answer me."

"Oh, I'm so sorry, but I have been too busy to even



sleep. It was a cross to refuse your invitations. Don't think me ungrateful!"

"You are not really bad hearted," replied My Lady, softening a trifle, "you are only under a malign spell, where people who don't know you will misjudge, and consider you discourteous."

The Primary Teacher drew herself up with much dignity, and remarked coldly, "I am very sorry, but if people will misjudge me because I am doing my duty I cannot help it. I can live without their attention."

"No, you cannot," said My Lady boldly. "You don't realize what you are talking about. That is why I take my life in my hands and come to you in your bog. Do you think I am amusing myself at your expense?"

The Primary Teacher met the firm little face with a glance equally firm.

"Do you think I'm simply amusing myself?" repeated My Lady, with a little quiver in her voice.

"No, I do not," replied the Primary Teacher, honestly; "you never do that; you only want to help me."

"Thank you," said her visitor sweetly; "most people are not worth my worry—a 'stiff necked generation'—but you, you are such good material, and so anxious to know; besides, we're all so fond of you."

"Thank you; I do care for it," said the Primary Teacher, gratefully. "I know I'm far from wise or right. Please tell me how."

"Don't, don't," begged My Lady, waving her away with distressed hands. "I can't pretend to be anyone's conscience, and you are of so much more use in the world than I. You make me feel like a wretch undone. Let us steer out of these deep waters. Now, please tell me what you have been doing all this time? Well, take last week for a sample—Monday—begin."

"I had a psychology lecture after school, and wrote out my notes in the evening."

"Tuesday."

"It was our grade meeting."

"Hum! can't be avoided; hope it was as fresh and vivid as the Devon water colors. I wanted you to see 'Hobby Drive,' 'Clovelly Bay,' 'Lane near Grantham,' 'Folly Mill,' etc. Well, Wednesday."

"That is usually my free night, but I did go to a lecture on Apperception. It was—very instructive."

"We went to see Williard in 'Tom Pinch.' I wish you could have enjoyed the delightful English of that troupe. But I suppose you gained an idea of correllation that was worth far more. Go on."

"Thursday was my kindergarten lecture, and I wouldn't have given that up for anything," said the Primary Teacher, fiercely. "I saw your husband there, too."

"Oh, yes," returned My Lady, calmly; "and I took the children out to the park with their sleds. How about Friday, the night I asked you to tea to meet some people?"

"I—I forgot it," murmured the Primary Teacher. "I was going to write, but it slipped my mind. I had to go to the library."

"We were sorry to miss you, very sorry. Miss Royal came, and our guests were Madame Kramer, the dear little Icelandic writer—a gem of a woman—and some charming people who camped with us a year ago. But I won't enter into competition with the library!"

The Primary Teacher was scarlet and sat with down-cast tear-brimmed eyes. Suddenly a pair of dainty hands clasped her neck and a soft cheek brushed her own.

"Listen to me," went on the voice, now robbed of its caustic quality and only sweet and friendly. "I don't mean to scold or preach, for I pretend to nothing. I belong to nothing. In a family like mine it is absolutely necessary for some one to preserve the balance. There's my father, who sees, hears, knows nothing but history. There's my mother gone clean daft over the associated charities. My husband lives on theories, and I believe would have experimented my poor babies to death, had I not been there to guard them."

"We keep open house for all the isms this town ever

heard of. Now as I am committed to no ism or idea, yet see them seething all about me, I am able to judge fairly as long as I keep my eyes open. To come to your case, dear child, may I be entirely frank?"

"Oh, yes, yes; I need it," murmured the Primary Teacher.

"Tell me, do you feel well at this particular moment?"

"No, I do not; I am tired all the time, but I cannot avoid that."

"Why not, I would ask? Is it absolutely necessary that you have a lecture or a lesson every day of the week after a long day in school?"

"No one obliges me, but I must know more. The opportunity is so rich."

"Are you really gaining what will repay you for restless nights, unrefreshed mornings, and days that drag, despite their fatal tendency to slip away? Do you bring to those little children strength, serenity, nerves that do not quiver with every unusual vibration? Are you able to be a wiser leader, a tenderer nurse, a more gladsome companion for the intellectual gold you have sifted out by all these waters?"

The Primary Teacher was silent.

"Now don't misunderstand me. I could never deny the value of knowledge, and I shall always be grateful for every bit of intelligence that an all-around woman can bring to my children's education. But I think we must not be too ready to decide what will give us knowledge and power. They often come from the least suspected sources. I do not believe that you busy teachers, working all day with tremendous problems that try body, heart, and soul, have any right to mortgage all your leisure in pursuits that only accentuate your day's occupation. If you would take a walk, for example, and see the human life so differently circumstanced from your own, or ramble in the park, or take a car ride into the country. Now I am country born and bred, the city stifles me, yet I have learned to appreciate every bit of beauty this gray old town holds, and feed

my soul upon it for weary months. I seldom ride home from down town of an afternoon, for I should so miss the glorious sunsets I have seen across the Common, or that exquisite lace work of bare twigs against the pale blue of a winter sky. Then a stray hour in the picture galleries, or even a comfortable nap on your bed before dinner. Would these not be genuine refreshment?

"Now I believe—firmly believe—that we should first of all bring real strength, freshness and serenity to our little ones. I pity from my soul the child who is at the mercy of mother or teacher whose nerves are on edge, whose life has been drained either by frivolity or continuous intellectual application. I believe I would infinitely prefer an absolute numskull, were she healthy, serene, sympathetic, to one of these pallid, anxious-eyed teachers who know so much, yet who have lost all sense of children's rights through the strain they have put upon themselves."

"You make me afraid," gasped the Primary Teacher, "for I know you are right. I have felt so unaccountably irritated in school lately. It has seemed to me as if the children were possessed by the spirit of all mischief."

"That proves how tired you are and how much you owe it to yourself to gain rest and strength. But I want to convince you that you may be defeating your own ends. I doubt if you are much wiser for the expenditure. Lectures are useful, I grant, especially if an interesting personality stands behind. Yet it becomes us to decide very carefully how far we may profitably indulge. Tell me now; do we get our most vital knowledge as a rule from lectures and set courses of study?"

"Now that I face the question, I do believe that my best help has come from such conversations as we had on the veranda last summer," said the Primary Teacher, thoughtfully, "from stray sermons or books, and people I have met just by chance."

"Doesn't it all go to prove that ordinary daily life with its round of occupation is our greatest educator?" said My Lady, triumphantly. "And isn't it a sin to so fill our days

with intellectual pursuits that we crowd the natural, simple things to the wall? I've never thought of it before, but I do believe that accounts for the large number of very learned people I've met who hadn't a particle of genuine culture.

"Culture means openness and sympathy, a real breadth of mind and a far outlook. Oh, my dear Primary Teacher, don't ever get so mad over the acquisition of knowledge that you miss the true culture which means seeing the beautiful in the small things of life. I have a cousin who teaches certain branches in a girls' college. She deems every moment wasted that is not spent in intellectual advancement. The result is that she has no time for her family even for a necessary business consultation.

"She takes no responsibility and pushes every household care on the shoulders of a younger sister who is far from well. She spends her vacations in study and is impatient at the least interruption. To me she has become almost brutalized by this extreme intellectual selfishness. But she justifies her every act by the great work she fancies she is doing in the world. I would rather see my Adelaide in her coffin than realize she was to repeat Mary Vanclaire's experience.

"I'm not a bit afraid of your following in her footsteps; you are too human, and besides life with dear little white-souled children mercifully preserves us so. But I don't wish you to go even half as far. I want you not to even bear the earmarks of the business. It is said one may tell a teacher anywhere, even if she does not open her mouth. Why is this? Does it not come from too intense an absorption in the work and a consequent neglect of the amenities of life? I am so sorry for the poor teachers. They look so anxious, so hurried. They think, talk, breathe nothing but school and what this child said and that one did. They are more sinned against than sinning, however. When one realizes their hard work and scanty pay, any effort at self-improvement is a golden credit to them. If only they would not blunder so in the means."

"What can we do, we who realize our deficiencies so keenly?" sighed the Primary Teacher.

"Begin by being just before you are too generous with that strength of yours. It is a sacred duty you owe to the town, to every child, to yourself most of all, to bring your best to those five hours. First, plenty of sleep, exercise and good food; you have no business to deny yourself either of these; that is God's every-day care of the vital machinery he has given us. If we would recognize and stand by this, our way would be so much clearer. It is only when we begin to temporize that our path is obscured. Of course some study, but let it be wisely chosen; let it be something that will rest, refresh, inspire. But never tie yourself up so you cannot read the best books, hear fine music, and see pictures and sculpture. Above all keep in touch with actual life. Nothing improves us so much as travel, and seeing and conversing with bright people in all walks of life is truly a form of travel.

"But bless me! I've given you a regular sermon. I, who never even open my mouth in public."

"I do thank you. I'm always having to thank you and the Confirmed Growler for something," said the Primary Teacher gratefully.

"Prove it, child, by putting all this stuff under the bed and packing your little bag. I have come to carry you home for over Sunday. Don't dare say no! Mrs. Henderson stands ready to assist me if need be. My family will be at the door in ten minutes, for we are all going on a sleigh ride. Think of the Blue Hills and the curve of the river under the stone bridge. Think of the sunset over the Neponset intervalles! Don't shake your head, you little Primary Teacher. It is I who have said it. You are coming!"

## ALICE WELLINGTON ROLLINS.

NORA ARCHIBALD SMITH.

**T**HE recent death of Alice Wellington Rollins reminds her friends and admirers afresh of her wise and witty sayings on many topics of wide human interest. She was never less than brilliant in discussing any theme, but to those interested in education her aphorisms on their favorite subject of thought were especially noteworthy. A few of these are here reprinted, not only that in this form they may be of wider service to the educational world, but that the educational world may thus be given an opportunity to add its leaf to her chaplet of laurel.

"The test of a student is not how much he knows, but how much he wants to know."

"Mothers think up little things to amuse their children when they come home from school; kindergarten children bring home from school little things to amuse their mothers."

"The test of useful knowledge is not how deep it goes, but how readily it comes to the surface."

"Education is not putting up a lattice for frail things to lean upon, but developing the inward strength that makes lovely things shoot up of themselves."

"The problem of Christianity is the saving of souls; but the problem of civilization is how to produce souls that will not need saving."

"The wisdom of love is often better than the love of wisdom."

"We are really to aim at results only as a dog aims at catching the stick his master has thrown for him. He does not care for the stick; what he likes is the running."

"Habit is the secret of success in life—and of failure. You may do almost anything once; it is the things you permit yourself to do twice that determine your destiny."

"The high school graduates exceptional scholars, who will frame wise laws for the community; the kindergarten trains a community that will not need the restraint of so much law."

"You are not necessarily educated because you have been to college. Each soul needs a different education. Many a man has been educated by his folly."

"She rules me merely by expecting things of me which I should be ashamed not to be equal to."

"Education means as much suppression as it does cultivation; uprooting as well as planting."

"The important matter is not so much to do the right thing, as to like doing the right thing."

"The ordinary boy crosses a field to get somewhere; the kindergarten boy sees things on the way."

"Try less to impress children with creeds and dogmas and sense of duty, and even principles, than to foster in them instincts and tastes which shall make any outward prop to their morality entirely unnecessary."

"The test of a good teacher is not how many questions he can ask his pupils that they will answer readily, but how many questions he inspires them to ask him which he finds it hard to answer."

"When your child is restless, pride yourself not on forcing him to keep still, but on finding some reasonable thing for him to do in which his restlessness becomes an activity."

"God's best gift to us is that he gives not things, but opportunities."

"Education is not teaching facts, but producing fine and strong impressions. If you want your boy to be patriotic, don't tell him so, but take him out to see some great pageant like Lincoln's funeral or the Columbus processions."

"The kindergarten child never forgets, because he is never told anything which he had not first wanted to know."

"Remember that the whim of today is the impulse of tomorrow, the wish of next week, the effort of next month, the good or bad taste of next year, the habit of your old age, and the instinct of your descendants."



"The more public kindergartens now, the fewer jails hereafter."

"It is not denying yourself what is beautiful and dear simply for the sake of self-denial that helps the soul; it is denying yourself what is harmful, or what another needs, that saves repression from its element of danger."

"The ordinary child has to remember to be good; the child of the kindergarten forgets to be naughty."

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#### WORTH WHILE.

**I** PRAY thee, Lord, that when it comes to me  
To say if I will follow Truth and thee,  
Or choose instead to win as better worth  
My pains, some cloying recompense of earth,  
Grant me, great Father, from a hard-fought field,  
Forespent and bruised upon a battered shield,  
Home to obscure endurance to be borne  
Rather than live my own mean gains to scorn.  
Far better fall with face turned toward the goal  
At one with wisdom and my own worn soul,  
Than ever come to see myself prevail  
Where to succeed at last is but to fail.  
Mean ends to win, and therewith be content—  
Save me from that! Direct thou the event  
As suits thy will; where'er the prizes go,  
Grant me the struggle that my soul may know.

—*Selected.*

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#### SEEKING TRUTH.

EMMA PLAYTON SEABURY.

**C**REED after creed he sought for truth divine,  
Turned here and there by sect or discipline;  
Adrift at last on death's eternal sea,  
The pitying angel said, "All truth was thine  
If only thou hadst paused to look within  
Thy soul, and read the words, 'Abide with me.'"

A STUDY OF IMAGINATION IN CHILDREN.  
AN OUTLINE FOR MOTHERS' CLUBS AND CHILD-STUDY  
ASSOCIATIONS.

ELAINE GOODALE EASTMAN.

THE faculty of imagination is no longer thought of as if it were opposed to intellect, nor considered a mere ornamental appendage to the mind. Not only is it said to be higher than reason, but we are compelled to recognize it as an integral factor in nearly all intellectual processes. As we better realize the organic unity of the mind, we can appreciate that every extension of knowledge beyond experience involves imaginative activity. Older psychologists call it the constructive faculty, while among the newer some use the higher term, creative.

It is interesting to note that imagination is as necessary to the scientist and inventor as to the poet, and in its lower phases is equally essential to us all in everyday life. There are, in fact, three main divisions—the scientific, inventive, and artistic—or the thinking, the doing, and the feeling imagination.

In the child it develops most in order after perception and memory, and is extremely active in early years. Children's play—the spontaneous activities of childhood—may be classified thus: first, all that are the outcome of curiosity and practical ingenuity, love of doing things and finding out things; second, mimicry or dramatization of the life of the grown-up world. In both kinds of play, and especially in the last, imagination is paramount. Children are nearly all poets and actors. They love poetry and fairy tales; and often the child originates his own fancies in story or rhyme, invents a new language, or peoples his little world with imaginary beings. Imagination also plays a large part in the development of religious conceptions, but upon this phase of it we will not dwell.

I have prepared a simple outline of this topic for beginners in child study. Suggestive questions under each head may be obtained from Dr. G. Stanley Hall, Worcester, Mass. To print them here would require too much space, and I have included instead a few notes of my own by way of practical illustration.

#### I. DOLLS.

*D., two years, three months.*—Talks to her rag doll. Places her in a chair and says, "Sit still, Mawy!"

*I., one year, six months.*—Wraps a handkerchief round my finger and calls it "baby." *Three years, six months.*—Dresses kitty in doll clothes and plays she is her baby. "We went to a party yesterday, and I made her that dress so she could went to the party."

#### II. PLAY AND PLAYTHINGS.

*D., two years, three months.*—Took a cushion from the chair and played that it was her pussy cat. Rolled it up, patted, and talked to it.

*D., five years, three months; I., three years, six months.*—They frequently play at travelling in a detailed and realistic manner, with chairs placed in line for cars, an engineer, a conductor, black porter, passengers, newsboy (pressing grown-ups into the service or using dolls and cats for people). Bits of paper are used as tickets; they make up the berths, serve meals in the dining car, call out all stations, etc.

#### III. FEELING FOR INANIMATE NATURE.

*I., three years, six months.*—What is the moon like? "Like God's yellow dress."

*D., five years, three months.*—What is the moon? "It's a big star." Why is it sometimes a circle, and sometimes only a part of a circle? "They cut a piece off sometimes." Who cuts a piece off? "God."

#### IV. FEELING FOR ANIMATE NATURE.

*D., two years, six months.*—Baby noticed pussy. *D.* remarks, "Baby say good morning to cat." *Two years, seven months.*—Went with Mrs. C. to feed the chickens. "Chickens say 'Thank you,' mama!" *I., three years, four months.*—(Hold-

ing kitty, sings to herself) "My dear, loving kitty came down from heaven. God threw it down!"

V. MUSIC, POETRY, REVERIE.

*D., five years, four months.—A dream—*"I thought we were down to the fire, and we saw a black man coming, and we ran; an we saw a little bit of a man, about as big as I am, and he said, 'Do you want to be caught?' and we said 'no.'"

ACORN SONG.

Acorn, I love you. I love you so much!  
Pretty soon you lose your cap,  
And you don't know where to find it!

CHICKADEE SONG.

Tra-la-la-la-la!  
Here I am on your window sill,  
Begging for bread,  
And I have said  
Tra-la-la-la-la!

SONG.

Who made the corn so ripe!  
Who made the winds to blow?  
Who made the garden flowers?  
Who made the winter snow?

I have made these few selections out of a big book of miscellaneous notes and records of two children. That we as mothers, may learn much through faithful study of our own children can scarcely be doubted. Many of the actions or qualities which puzzle us are attributable either to excess or defect in the imaginative faculty. For instance, imagination leads to sensitiveness—to sympathy—putting oneself in another's place. Most fairy tales, being full of grotesque and pathetic or frightful incidents, are tabooed to certain children because of an excess of imaginative sympathy. I knew one who wept passionately over the close of Hans Andersen's charming tale of the "Little Fir Tree." Imagination lends also to a vivid realization of consequences—hence to timidity and extreme fear of punishment. The utmost gentleness is needed if one would avoid doing moral injury to such a child. The effect of sternness may be to inculcate deceit, or possibly that morbid conscientiousness which is so

painful in children. An overintensity of expectation, making the reality, however pleasant, seem dull and poor, may cause us thoughtlessly to rebuke a child for ingratitude when the Christmas treat, so eagerly anticipated, is met with listlessness or complaining.

On the other hand, allowances must always be made for the child who is deficient in imagination. He will often appear callous and indifferent—sometimes dull and stupid. His mother's frown, the tones of her voice, are not readily interpreted, and the idea of future punishment appears to him so unreal as to inspire no terrors. Added experience will gradually supply the material, and gentle stimulus on the part of wise parents and teachers encourage the development of this glorious faculty, which in its lower phases is essential to our very existence, and in the higher deserves no name meaner than the wings of the soul.

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#### A CRADLE SONG.

SING it, Mother! sing it low:  
Deem it not an idle lay.  
In the heart 'twill ebb and flow  
All the lifelong way.

Sing it, Mother! softly sing,  
While he slumbers on thy knee;  
All that after years may bring  
Shall flow back to thee.

Sing it, Mother, Love is strong!  
When the tears of manhood fall,  
Echoes of thy cradle song  
Shall its peace recall.

Sing it, Mother! when his ear  
Catcheth first the Voice Divine,  
Dying, he may smile to hear  
What he deemeth thine.

—*Father Tabb.*

## A WINTER DREAM.

ANNE BURR WILSON.

**N**ORTH WIND came whistling through the woods, calling to all living things to cuddle into warm corners, and go to sleep; indeed, nearly everyone had done so, for only an occasional deer mouse could be seen frisking from stump to stump over the snow, curious to find out what should happen next. Then, knowing from long experience where the sleepers had hid themselves, North Wind arranged the snow where it would be of the greatest use, covering every hollow place several inches deep, filling old stumps and holes and nests, until much of the ground lay bare once more; then with a pat here and there to make sure that all was snug for the sleeping time, and with a parting "good night" for the sleepers, he was gone.

An old oak tree who had stood in his place for a hundred years, and had made the acquaintance of generation after generation of flowers, bugs, and squirrels, and had seen them creep into their holes year after year at the warning of the North Wind, knew by this sign that now he too might take a rest, so he settled his mighty limbs, and gave himself up to the great dream spirit. But in that delightful time just before sleep came, there passed through his mind pleasant memories of his hundred summers, which were a hundred days to him in which he had stood in his place, making leaves and acorns, and caring for the creatures of the wood, seeing the same sights always, excepting on those red-letter days when parties of happy children had come to play beneath his branches, or those memorable nights when the fairies had chosen this spot for their revels. Then he thought of his hundred winters, which were a hundred nights to him, in which had come dreams of wondrous places and people and things, which surely could never exist except in the

mind of a foolish old tree, and he was glad with the thought that the sleep time would bring more of these pleasant dream fancies.

Soon he heard a sound like the tinkling of fairy music, and hundreds of fairies surrounded him; it was bright moonlight, and the moon herself seemed smiling and beckoning to him; at his feet was rich green moss, dotted here and there with immense dewdrops glowing with rainbow colors; flowers of unusual size and hue nodded their heads to him, and still the fairies came!

Of course he would consent to go with them, for they had planned a rare treat for him—they would take him far away from the wood, past the city and the villages where the children slept to the ocean which the children loved, and of which he had heard them speak on summer days in the wood.

What a triumphal procession they made in the moonlight, each fairy eager to do the honor of the occasion, so that he was literally carried by the little creatures, and carried so tenderly that he felt as though he were floating on a moonbeam. The journey was a long one, long with that delicious, indefinite, dreamy length which brings no thought to the dreamer that there may be an end, but when the end came it brought no regret, for there was the ocean! To the old tree the sight seemed marvelous; wave after wave rushed to welcome him, each one showering thousands of diamond-like offerings at his feet. A broad beam of moonlight made on the water a bright track for miles and miles, as far as the tree could see, and farther, and on this roadway came sea fairies dancing to meet him, and take him—where? Where did it end? It seemed to the old tree that that bright track might lead anywhere—everywhere—and giving himself to the waves, he launched out into that seeming infinity. The lulling motion of the mighty waves reminded him of the wind swaying him in the wood, only now he did not have to resist, but gave himself up to the power with a feeling of peaceful repose which comes to every heart when it finds a power stronger than its own.

But a spring zephyr comes dancing through the wood,  
whispering, "Wake! wake for your robin's sake, and tell the  
sky your dream," and the old oak tree stretches his limbs,  
shakes himself awake, and is ready for work once more.

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## SPRING.

**S**OFT littered is the New Year's lambing fold,  
And in the hollowed haystack at its side  
The shepherd lies o' nights now, wakeful eyed  
At the ewes' travailing call through the dark cold.  
The young rooks cheep 'mid the thick caw o' the old,  
And near unpeopled stream sides, on the ground,  
By her Spring cry the moorhen's nest is found,  
Where the drained flood lands flaunt their marigold.  
Chill are the gusts to which the pastures cower,  
And chill the current where the young reeds stand  
As green and close as the young wheat on land.  
Yet here the cuckoo and the cuckoo flower  
Plight to the heart Spring's perfect imminent hour  
Whose breath shall soothe you like your dear one's  
hand.

—*Dante Gabriel Rossetti.*

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## DAISIES.

**A**T evening when I go to bed  
I see the stars shine overhead;  
They are the little daisies white  
That dot the meadow of the Night.  
And often while I'm dreaming so,  
Across the sky the Moon will go;  
It is a lady, sweet and fair,  
Who comes to gather daisies there,  
For, when at morning I arise,  
There's not a star left in the skies;  
She's picked them all and dropped them down  
Into the meadows of the town.

—*Frank Dempster Sherman.*



## Dandelion.

FANNY SNOW KNOWLTON.

Dan-de-li-on, dan-de-li-on, Where's your cap of gold?  
Dan-de-li-on, dan-de-li-on, Sum-mer's com-ing on,

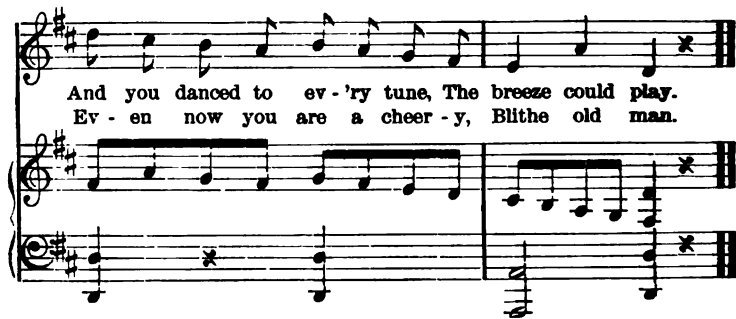
The first system of the musical score for 'Dandelion.' It features a vocal melody in G major (one sharp) and 4/4 time. The lyrics are: 'Dan-de-li-on, dan-de-li-on, Where's your cap of gold? Dan-de-li-on, dan-de-li-on, Sum-mer's com-ing on,'. The piano accompaniment consists of chords in the right hand and single notes in the left hand.

Where's the jack-et, green and trim, That you wore of old?  
And your wig is snow-y white, Gold-en locks are gone;

The second system of the musical score. The vocal melody continues with the lyrics: 'Where's the jack-et, green and trim, That you wore of old? And your wig is snow-y white, Gold-en locks are gone;'. The piano accompaniment follows the same pattern as the first system.

Then you nod-ded to the birds, In a jaun-ty way,  
But you've had a mer-ry time Since you be-gan,

The third and final system of the musical score. The vocal melody concludes with the lyrics: 'Then you nod-ded to the birds, In a jaun-ty way, But you've had a mer-ry time Since you be-gan,'. The piano accompaniment concludes with the same chordal and melodic structure as the previous systems.

**Dandelion. Concluded.****SUNNYLOCK'S SAIL.**

EDITH H. KINNEY.

**O** H, Sunnylocks dear, you have not sailed far  
On the silver sea of sleep.  
When your feet tripped down to the dreaming-bar  
Did the billows look so deep  
That you thought you'd stay on the beach to play  
Where only the baby-waves lap?  
For you've had just — a little nap!

But tell me, dear, do, if you're quite awake,  
What wonderful things you found—  
Did you see the fairy who comes to take  
Drowsy children, outward bound,  
In elfin canoe of a moonbeam's hue?  
Did she wave you her seashell cap,  
Sunnylocks, in your short, sweet nap?

Your hair is moist yet, with the pale dream-spray,  
Your fingers like seaweed curled;  
But why did you go such a little way  
In Sleep's wide, beautiful world?  
Oh, you need not fear, for the fairies, dear,  
Your voyage with love will enwrap—  
So, embark for a longer nap!

## TEACHING ART TO CHILDREN.

HELEN E. STARRETT.

**U**SING the term "Art" in its widest sense as comprehending music, painting, sculpture and literature, there is at the present time an instructive and most interesting parallelism in the thought and efforts of the best teachers for children in each one of these departments. Our best and most successful teachers of music are showing us that with young children that which is needed from the very beginning is to interest them in true musical ideas; to make them think music, as it were. All true teachers in every other department of art can at once comprehend this method, and recognize the fact that very simple and easy pieces of music or even mere finger exercises may be very true music and not merely jingle and jargon. True musicians and excellent composers are now setting themselves seriously to work to compose little melodies and harmonies which any teacher with the slightest conception of the true work to be done in teaching music to children cannot fail to find most helpful in developing a true musical taste in the young pupils.

Since art in its essential principles is one, the application of the theories of these true teachers of music to the teaching of the arts of representation, such as drawing, painting, and sculpture, or the art of expression in literature, must be at once apparent to teachers of these arts. I wish, however, to speak more particularly of their applicability to the teaching of the art of literature, or rather perhaps of the very interesting and instructive parallel to be found between teaching the arts of music and drawing and teaching the art of literature.

John Ruskin has said that every child can be taught to draw and to take delight in the art if only the teaching is begun when the child is young and he is taught by a true

teacher. That the same thing is true of literature I can positively affirm from a long practical experience; and reasoning from analogy I should suppose it to be true of all the arts. As in music, so in literature, the first element of success in instilling a love and appreciation of literature, and teaching the art of the expression of thought in writing, is truth to life and thought. No matter how simple the form of expression there is a possibility of its being true and good literature if only it is a genuine expression of thought and feeling and observation. The difficulty that so many teachers find in teaching the art of composition arises from the fact that their methods are wrong. They try to teach the children to do that which they have no conception of how to do, viz., express abstract thought. What is needed, instead, is to have a child's attention directed to what it sees, thinks, feels, or observes for itself in life around it. It needs to be taught to draw from the fountain of its own inner consciousness, or its own observation of life. Just as soon as a child learns to do this it has access to a fountain of inexhaustible pleasure. Let the child, for instance, be taught to describe things it sees, and soon it will see a thousand things unobserved before. Never shall I forget the profound impression produced upon my own mind by the effort of a little pupil about ten years old who had expressed a fear and hatred of composition writing. "Never mind about the composition writing," I said; "let us look at this begonia." Together we inspected its dainty cup, so strangely folded together, observed the delicate shadings of color, and how its tiniest parts were so exquisitely perfect. Finally I placed the flower in a small vase and said to the child, "Now I want you to write a description of the flower. Suppose you wished to tell a little friend, who had never seen one, just how it looks and how beautiful it is." With real interest the child set to work with paper and pencil, and in half an hour had produced a description that was almost as beautiful in its way as the flower itself. From that time on the child loved "composition work," because she had learned

that for materials she had only to look around and see, and truthfully describe things that she saw.

This much for the application of the principle that we must have truth and life as an element in the beginning of literary work. But now a word further in regard to that which the child reads, or hears read, or the true methods of instilling love of good literature. Here again I find a striking parallel in the methods of the best teachers of music. These teachers tell us that the child should from the very first hear and be taught to appreciate and love only good music, let it be ever so simple. So in the very beginnings of literature the child should be taught to read, or should hear read, only that which is good. How often have I, when searching for some pretty gift book for a little child, turned away in heartsick indignation from the miserable doggerel rhymes attempted to be palmed off for verse or poetry on innocent, unoffending little children! It is as though they should be offered food mixed with sawdust or sand, or sweetmeats composed principally of terra alba. But right here again comes another parallel. Intelligent supervisors of kindergarten work tell us in regard to teaching music in the kindergarten that the first necessity is to find teachers who know real music when they hear it; who can think musically. This is practically the prime necessity in teachers of literature for children. It is lamentable to observe how few teachers in the primary and intermediate departments of our schools really know the difference between the cheapest rhyme and jingle and the true and poetic thought expressed in flowing verse or artistic prose. Yet there is really a great deal of good literature—of suitable and beautiful poetry for children—if teachers only knew how to select it. Our own American poets, especially Longfellow and Whittier, have furnished much of such literature. Longfellow's "Keramos" can be made to hold the delighted attention of very young children if read by a sympathetic teacher. I have seen little cheeks flush and little eyes brighten as the teacher read from this lovely poem:

"The wind blows east, the wind blows west;  
The blue eggs in the robin's nest  
Will soon have wings and beak and breast  
And flutter and fly away."

Several of our most successful teachers of music, notably Mrs. Crosby Adams, Mrs. Jessie L. Gaynor and Miss Eleanor Smith, have undertaken the preparation and compilation of simple and beautiful melodies and music for children, and all true teachers will rejoice in the help these compositions afford them. A similar work should be undertaken in literature. And as Mrs. Adams, Mrs. Gaynor and others have given us specimens of their beautiful musical thoughts for children I would like to parallel them by two or three selections in verse adapted to the comprehension of very young children. I do not know the names of the authors but the verses are true to life, beautiful in expression and genuinely poetic in form. Here is one entitled

"SPRING FLOWERS."

"'Ere the pearly snowdrop,  
'Ere the crocus bold,  
'Ere the early primrose  
Opes its paly gold—  
Somewhere on a sunny bank  
Buttercups are bright;  
Somewhere 'neath the frozen grass  
Peeps the daisy white.  
Little hardy flowers  
Like the children poor,  
Playing in their sturdy health  
By their mother's door;  
Purple with the north wind,  
Yet alert and bold,  
Fearing not and caring not  
Though they be a-cold."

And here is another without title:

"I'm a pretty little thing  
Always coming with the spring;

In the meadows green I'm found,  
Peeping just above the ground,  
And my head is covered flat,  
With a white and yellow hat.

"Little lady as you pass  
Lightly o'er the dewy grass,  
Step aside and do not tread  
On my meek and lowly head,  
For I always seem to say  
Snowy winter's gone away."

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## AZALEAS.

**A**ZALEAS—whitest of white!  
White as the drifted snow  
Fresh fallen out of the night,  
Before the coming glow  
Tinges the morning light;  
When the light is like the snow,  
White,  
And the silence is like the light,  
Light and silence and snow,  
All—white!  
White! not a hint  
Of the creamy tint  
A rose will hold,  
The whitest rose, in its inmost fold;  
Not a possible blush;  
White as an embodied hush—  
A very rapture of white;  
A wedlock of silence and light.  
White, white as the wonder undefiled  
Of Eve, just wakened in Paradise.  
Nay, white as the angel of a child.  
That looks into God's own eyes!

—*Selected.*

FROM THE LETTERS AND JOURNAL OF GRACE  
HALLAM.

III.

EDITED BY MAUD MENEFEE.

"November 20.—. . . In the morning I look over toward my district and the smoke hangs so heavy over it that it seems as though I were traveling toward a gloomy cloud region. The first time I went I really thought I was; the sense of the need and wretchedness over there was strong upon me. I remember that it broke upon me with wonder that the sun was shining in Halsted street, and I was conscious of having to readjust my whole mental attitude.

"I start early every morning so that I may walk and take my place in the procession with the lurching, shambling brotherhood with their pickaxes and dinner pails. Those first days I carefully wrapped my lunch box in paper—it is tin and I had a certain shame of it. But now I carry it openly. I want to give myself without reservation of a single note of false pride. I believe absolutely in the majesty and dignity of labor and accept without reserve its canons.

"What impresses me is the solidarity of this element over here. In the morning starting to work, I find them going in bands, four and five together. It is really a rare thing to see one going alone. I find myself wondering what they say and think and listening to catch their voices as I pass. Their profanity does not disturb me; a good, ringing, protesting oath is a sort of inverted prayer. It is better than *amens* said to prayers you don't pray.

"On a corner this morning I saw four women; their heads were bare and their arms filled with things from the market—I caught sight of the strong Germanic arms of one, bare to the elbows—I heard them pronounce each others' names; I wanted to stop and be one with them, and speak their idiom.



'Mine is a thirst for souls'—there are days when I feel I could mother the whole world, when there seems not one so low or lost but I could gather him up and find the truth of him—see the child in him. On such days I think complacently of prisons and prisoners; yesterday they thieved, and bare false witness, and murdered, but that was yesterday, and to-day is a new day, and haven't they eternity in which to work it all out? Just such conditions prove to me there must be eternities. . . .

" . . . Today I heard Bennie say to another child, 'If I could stand on the top of my house, my head would be in heaven.' There is a sense of unity for you. An older child who had 'traveled farther from the cast' said 'it would have to be two blocks high.'

" . . . In taking up the Thanksgiving work through these weeks, I have come to wonder how much of an expression of thankfulness, if any, we have a right to expect, and if it were good to keep thrumming that motif. As far as I see it, it is my part just to show this child as clearly as I can the interdependence that exists between man and nature and man and man to give him his penny bun. It's a great vista, you Emil and Alezandro, crunching this bun here in the foreground; the point of sight is out there in the infinite, and between it and you the circling activities of the universe—majestic, significant. The firmament out of the midst of the waters, sun, wind, rain for this. Toolmaker, plowman, sower, reaper, the divine allegiance of inventors, the machine himself, the builder of barns and storehouses, the wagoner with his mule team or yoke of oxen; waters turned out of their ways and dammed up, the workers that do such work, the mill wheels of the whole planet rotating together, setting waves of rythm to pulsing and new forces vibrating—I would not be surprised if they found they had to do with the law of gravity or the rotary movement of the earth or magnetism or electricity. There's the figure of the sower against the horizon with the setting sun for the halo they paint back of saints' heads, who before saint or martyr is God's archetype of faith and works.

"Then the seed—mystical, symbolic. Think, Alezandro, the universe was gotten together, kneaded up with inherent forces and spiritual laws for this seed-thing, this word of God, which proclaims with every pushing plumule 'I am he that liveth and was dead, and behold ——.' That's the thing you eat daily, what satisfies and keeps you. It is the works of man, the bread of life, the fruit of the Spirit.

". . . Today we celebrated our Thanksgiving festival. One of the neighborhood feed stores sent us over a whole load of hay, which we piled in the middle of the floor; the children jumped into it, rolled down it, burrowed, pelted each other, and screamed and laughed with joy. It was the only taste of a real nature experience it was possible to give them. We sat in it and had our 'party,' which was provided by some of the friends of the settlement. There was a real sense of the harvest festival; they sang and skipped and were genuinely, freely happy and self-governed.

". . . Christmas just four weeks from today. An infinite amount of work to be done before that time. I hope I shall have the wisdom to know what to do and how to do it. It is such new ground for me.

"Today was a hard day. I find it is absolutely necessary to know quite definitely what one is to do during a morning, even if she doesn't do it. The organized sense one carries makes the background for any amount of shifting scenes or new thoughts that may come in, but woe to her who relies upon the inspiration of the moment, and comes before her children with a nebulous idea that something will present itself upon which to hinge the activities of the morning. Something will, but the organization of your old plan is perfectly convertible into the new mood and the new inspiration, whereas ambiguity is convertible into chaos and disorder and nothing else.

". . . The bacteriologist grows more and more interested in my work over here. He came over the other day quite of his own will, and staid an hour. I looked up and saw him standing in the door. He has scarcely spoken of it since, but I think he was deeply touched. If only he had

some natural, Godlike work to do, such as building or making. . .

" . . . Tillie continues to take hold with the others, and goes with them, finding herself at every step. Robert said today, 'God makes horses that go themselves, and Santa Claus makes horses that boys pull with a string.' He is busy making deductions and discriminating with keen sense between the quick and the dead."

*(To be continued.)*

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### LULLABY.

EMMA PLAYTER SEABURY.

ROCK a bye, bye  
There are tears in your eye;  
Why do you flutter and moan?  
The weary winds sigh  
There are tears in the sky,  
But my darling is never alone  
Mother is nigh;  
Hush a bye, bye.

Rock a bye, sweet,  
With your pink little feet;  
The flowers have folded their hands,  
The sand man is here,  
Baby dear, baby dear,  
And dreams from the lullaby lands.  
Bye lo bye,  
Hush a bye, bye.

Rock a bye, pet,  
You nestle and fret  
Like the wee little birds in the tree;  
They are tossed by the storm;  
But my darling is warm  
And sheltered, and Mother with thee.  
Pray do not weep;  
Sleep, baby, sleep.

## DOLLS AND DOLLS.

CHARLOTTE OTIS SHERWOOD.

**V**ICTOR HUGO has touched upon one of the key-notes of childhood, when he says: "As birds make a nest of anything, children make a doll of no matter what." The truth of this we have all seen illustrated time and again in the child with a towel tied up as a doll baby, the little country girl hugging a summer squash dressed in rags; or sometimes it may be a potato or ear of corn which serves the purpose. No matter what the material of the "doll" it receives the same care and has caresses lavished upon it, prompted by the motherly instinct which is at the root of all this.

But again we see among the children of the wealthier classes a seeming indifference to these treasures of childhood. It is shown in a more serious way when the child grows up.

What child can vent a heartful of love and tenderness upon a whole sanitarium full of dolls in gorgeous dresses, with the slight ailment of a lost thumb, foot, or eye, which the mamma, having discovered, at once replaced with a brand new doll? Poor child! had she one doll or even two or three, she would be able to concentrate a little real affection upon them. A mother may love devotedly her few children, but the human heart is not great enough for one woman to *love* each waif in a large orphan asylum. It is the same with the child. One, or at most three or four dolls, is all any child needs, and these should be so much a part of the family life of the child that a broken arm or leg, if not possible to be mended or renewed, should but endear the doll the more, seeing it is now somewhat of an invalid or cripple.

This playing with dolls, which develops the imagination,

affections, and sympathies, has a deeper meaning—a meaning so deep it is the wellspring of life.

Victor Hugo tells us the full meaning of dolls play in these lines (the first two I have already given, but will repeat): "As birds make a nest of anything, children make a doll of no matter what. While Eponine and Azelma were dressing up the cat, Cosette, for her part, had dressed up the sword. That done, she had laid it upon her arm and was singing it softly to sleep.

"The doll is one of the most imperious necessities, and at the same time one of the most charming instincts of female childhood. To care for, to clothe, to adorn, to dress, to undress, to dress over again, to teach, to scold a little, to rock, to cuddle, to put to sleep, to imagine that something is somebody—all the future of woman is there.

"Even while musing and prattling, while making little wardrobes and little baby clothes, while sewing little dresses, little bodices, and little jackets, the child becomes a little girl, the little girl becomes a great girl, the great girl becomes a woman. The first baby takes the place of the last doll.

"A little girl without a doll is almost as unfortunate and quite as impossible as a woman without children."

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#### THE FRIEND OF THE CHILDREN.

**W**HEN children are playing alone on the green,  
In comes the playmate that never was seen;  
When children are lonely, but happy and good,  
The friend of the children comes out of the wood.

Nobody heard him and nobody saw;  
His is the picture you never could draw;  
But he's sure to be present, abroad or at home,  
When the children are happy and playing alone.

He lies in the laurels, he runs on the grass,  
He sings when you tinkle the musical glass;  
When'er you are happy and cannot tell why,  
The friend of the children is sure to be by.

—*Selected.*

## A KINDERGARTEN PARABLE.

MARTHA G. BACKUS.

ONCE there was a beautiful garden; all sorts of rare and fragrant flowers grew there, and each person who came to the garden was given a piece of ground, wherein he might plant what he liked best, taking the flowers that grew all over the still unclaimed land. And the garden became one mass of bloom, radiant with all colors, and sweet with many perfumes; but there was one bleak, bare spot where the sun seldom shone; the soil was rocky and sterile, and only the wildest, most straggling field flowers grew there. When the fierce wind blew it almost whipped them out of the poor, thin soil where their roots were trying to get a foothold. And all persons passed them by with scorn, or at best, bestowed upon them a glance of contemptuous pity; but no one ever thought of transplanting those poor weeds to their own land, or even of giving them a few drops of water as they passed by. But after a while there came into the garden a woman, tall and strong, with clear, true eyes, and a smile about her firm mouth; and the Lord of the garden gave to her a piece of sunny, fertile ground; so she looked about her for the flowers she would choose; and when she came to the chill, bare, spot where the wild flowers were struggling up, she knelt among them, and for the first time they were watered, but it was with tears of pity. And the woman rose, and one by one loosened the plants from the poor soil, and took them up gently, planting them in her own ground. And the people who saw her smiled pityingly, and said: "Poor soul! she is working to no purpose; those poor, puny weeds will never be anything but ugly and unsightly." But the woman worked faithfully day after day, transplanting each little flower to a spot where the bright sunshine gave it a good-morning kiss each day, where the little stream sang to it on

its way through the garden, and where the wind only stirred it gently so that it seemed to nod for very joy to all the others. And the roots of the little plants struck deep down in the good soil, and took in all its nourishment, so that they grew apace, but not as rank weeds. And one by one the tender shoots and leaves put out, and then the petals slowly unfolded from the bud, and lo! the flowers were perfect and very beautiful. And the people who had watched the woman working with the poor little weeds, digging the soil to give them good beds, and tending them day by day, said to her, "You have worked a miracle." But she only smiled and said, "The flowers are the same kind; God loved them just as well before; but no one had faith enough to see what they needed to make them beautiful—plenty of love, and a good soil to grow in."

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#### BABY'S RIGHTS.

**H**ER platform is only the cradle—  
Her speeches are funny and few—  
A wise little head,  
But all that is said  
Is only a vague little "goo!"

But how baby's rights are respected!  
One nod of her dear, downy head  
Whenever she thinks she's neglected,  
And down to her feet we are led.

The right to a love that is purest—  
The right of a mother's own love!  
The right to a guide that is surest  
To lead her wee footsteps above.

Her sweet little mouth she upraises,  
As pure as a rose, dew impearled!  
The right to our kisses and praises—  
Oh, these her rights, over the world!

—George Cooper.

MOTHER-PLAY BOOK STUDY QUESTIONS.\*

THIRD SERIES. VII.

SUSAN E. BLOW.

*Lesson of the Window Songs.*

2152. What action of little children suggested to Froebel the Window Songs?
2153. What symbolic import did he discern in this action?
2154. Of what songs are the Window Plays counterparts?
2155. What is their relationship to the "Child and Moon," "Boy and Moon," and "Light Bird"?
2156. What connection between the Window Songs and the "Tick-Tock"?
2157. Between the Window Songs and "The Fishes"?
2158. What analogy between light and purity?
2159. What analogy between light and truth?
2160. What analogy between light and insight?
2161. Have colors any symbolism?
2162. Can you relate the symbolism of color to the symbolism of light and darkness?
2163. Give myths of light and darkness and your interpretation of them.
2164. What great people worshipped light?
2165. Describe their religion. (See Hegel's "Philosophy of Religion," pp. 181-183.)
2166. What are the defects of this religion?
2167. Quote passages from the Bible wherein light is used symbolically.
2168. Quote passages from other sacred books.
2169. Quote passages from the poets.

\*Contributors to this department are requested to write each question in full with its number, followed by the answer. Also to place name and address at the top of each page of manuscript, the same to be carefully numbered. Also to fold the manuscript for mailing, instead of rolling it.—EDITOR.



2170. Quote every-day expressions illustrating the same symbolism.

2171. Quote any sayings of little children on the same subject.

2172. If children, common-place people, great poets, and inspired thinkers are all stirred by light in similar manner though in differing degree, what must be our inference?

2173. What is the relationship of nature to mind?

2174. Relate any experiences with little children in your kindergarten, growing out of the Window Songs.

2175. Relate any conversation on the "Little Window."

2176. Relate any conversation on "The Window."

2177. What is the most important thought illustrated in the picture of the "Little Window"?

2178. What is the most important thought in the picture of "The Window"?

2179. What connection between the two?

2180. What special lesson for the mother and kindergarten in "The Little Window"?

2181. What special lesson for the mother and kindergarten in "The Window"?

2182. Restate all the thoughts in Froebel's conversation and say to which picture each thought refers.

2183. Have you ever played soap bubbles in your kindergarten? If so have you noticed why they so delight children?

2184. What is the source of our pleasure in gems?

2185. Why do you suppose the diamond is so favorite a gem?

2186. Is there an advance in the Light Songs from light embodied through light intercepted to light reflected?

2187. Will you quote and interpret the passage in the "Divine Comedy" which illustrates God's self communication to his creatures by the lucid body and the sunbeam? (See Longfellow's translation of "The Divine Comedy," p. 296.)

2188. Do you recall a similar statement in "The Ban-

quet"? (See "The Banquet" of Dante Alighieri, translated by Elizabeth Price Sayer, pp. 121-123.)

2189. What do you think of the child's physical and spiritual environment as related to his development?

2190. What does Froebel say on this point in "Education of Man"?

2191. How do you harmonize the influence of environment with the freedom of the will?

2192. Is free will perfect in the child?

2193. When is free will realized?

2194. What is the difference between spontaneity and rational freedom? (Study the discussion of will in Dr. Harris' "Psychologic Foundations of Education," Appleton International Education Series, Vol. XXXVII.)

#### ANSWERS TO QUESTIONS.

##### *Lesson of Child and Moon.*

Relate an incident from your own experience showing how affected by moon or stars.

I remember when very small, not yet three years old, watching the stars in the evening, sitting in my mother's lap by the window and of her singing, "Twinkle, twinkle, little star" to me. I had an idea that the stars and the moon were always in the sky. I did not know that the moon rose and set. My father was often away on long journeys and I loved the moon because I thought it looked into wherever father was just as it did into my room. We moved to another city and there the moon rose in another direction (so it seemed to me) from our house, and I was quite anxious about it until assured that it was the same moon. When I was older we played often in the evening, one of us holding up a penny, saucer, plate, or big kettle lid, each one in turn walking just far enough away so that the moon would be completely hidden behind the thing held up.

What is childish wonder?

Childish wonder is a natural reaching out after, reaching forward to the mysteries that are to be solved; it has interest, awe, and reverence in it, and leads to comprehension and victory.

Why is there an element of pleasure or delight in it?

Because it is a developing thing, because the sense of revelations awaiting gives it zest.

Give an account of any experience you have had with a child and the moon.

A two-and-a-half-year-old child upon seeing the moon reached out to get it, and when I asked her if she wanted it she said, "Yes," reaching out her arms farther, expecting to get it; but when she found that she did not get it her expression of happy expectancy changed to one of disappointment and appeal to me, but when encouraged would immediately go through the same *reaching out*.

What is childish wonder?

Wonder comes from the Anglo-Saxon word to wind, that is "to turn aside." So childish wonder is the turning aside from ordinary childish employments, from the chief characteristic of the child, activity, turning aside to think of something lofty, something not wholly understood, with a meaning and a feeling behind the sense view. Thought itself stands still—it seems petty in its attempt to take in all of the majesty, beauty, and marvelousness; thus it loses itself in the contemplation. Wonder is a communion with the wonderful.

*The Lesson of the Light Bird.*

(From Cora E. Harris, Jamestown, N. Y.)

2064. What does Froebel say in the Commentary to the "Light Bird" about the relationship of sensation to movement?

They are so related that each reacts upon the other, a truth to which each little game in the Mother-Play Book bears witness.

2065. What illustrations does he give?

The movement in "Play with the Limbs" incites to activity the sense of sight, while conversely in "The Boy and the Moon" the sensation of sight reacts upon the activity of body and limbs.

2066. Please give as many illustrations as possible from your own observation of children.

Upon seeing a light, or some bright object, that attracts a baby who is too young to reach toward it, his limbs will be in lively motion as long as the sensation which the object produces pleases him. The sensation produced by the wind tends to make children rush about in a lively manner. The incitement to activity is heightened if leaves or other objects are borne about by the wind. Children impulsively rush toward the "Light Bird."

2067. What is the physical stimulus of touch?

Everything in the external world.

2068. What is the organ of touch?

The skin.

2069. What are the sensations of touch?

They are such as to give us knowledge of temperature, surface, and form of objects.

2070. What are the physical stimuli of taste, smell, hearing, and sight?

Soluble substances, odoriferous objects, sound-producing objects, all objects that reflect the whole or a part of light rays, beside luminous objects.

2071. What are the organs of taste, smell, hearing, and sight?

The tongue and palate, the nose, the ear, the eye.

2072. What are the sensations of taste, smell, hearing, and sight?

They are the particular effects produced upon the sensorium by the afferent nerves uniting it with the organs of special sense by which the brain is enabled to perceive what object is acting upon any one of those organs.

2073. What is the characteristic quality of all sensations?

They are the connecting link between body and mind.

2074. How is the external world reproduced in touch?

When the brain perceives an object, the perception wakens comparison, imagination, and other faculties of the mind until the object becomes more or less the property of the mind. Wordsworth says in regard to the blind man with the flowers, "that none could conceal from him its birthplace, and there was none whose figure did not live upon his touch."

2076. What do we learn from science of the order in which the senses were evolved?

Darwin says in regard to the eye, "Reason tells me, that if numerous gradations from a simple and imperfect eye to one complex and perfect can be shown to exist, each grade being useful to its possessor, as is certainly the case, if, farther, the eye ever varies and the variations be inherited, as is likewise certainly the case, and if such variations should be useful to any animal under changing conditions of life, then the difficulty of believing a perfect and complex eye could be formed by natural selection, though insuperable by our imagination, should not be considered as subversive of our theory. How a nerve comes to be sensitive to light hardly concerns us more than how life itself originated; but I may remark that, as some of the lowest organisms in which nerves cannot be detected are capable of perceiving light, it does not seem impossible that certain sensitive elements in their sarcode should become aggregated and developed into nerves, endowed with this special sensibility. It is scarcely possible to avoid comparing the eye with a telescope. We know that this instrument has been perfected by the long-continued efforts of the highest human intellects, and we naturally infer that the eye has been formed by a somewhat analogous process. But may not this inference be presumptuous? Have we any right to assume that the Creator works by intellectual powers like those of man? It we must compare the eye to an optical instrument, we ought in imagination to take a thick layer of transparent tissue, with spaces filled with fluid, and with a nerve sensitive to light beneath, and then suppose every part of this layer to be continually changing slowly in density, so as to separate into layers of different densities and thicknesses, placed at different distances from each other, and with the surface of each layer slowly changing in form. Further we must suppose that there is a power, represented by natural selection or the survival of the fittest, always intensely watching each slight alteration in the transparent layers, and carefully preserving each which, under varied circumstances, in any way or degree tends to produce a distincter image. Let this process go on for millions of years, and during each year on millions of individuals of many kinds, and may we not believe that a living optical instrument might thus be formed as superior to one of glass as the works of the Creator are to those of man?"

2077. What earlier songs of the Mother Play have dealt with the training of the senses?

The Flower Song and the Taste Song.

2078. What was the outcome of their suggestions?

Taste and smell complement each other in their work. The soul of objects is revealed by their outward manifestations. These manifestations acting upon the child's senses form sensations, the connecting link between body and mind. Through play the mother helps the child to classify and compare different sensations, and enables him to decide so strongly in regard to the nature of objects that his will is aroused to activity so that he seeks the good and shuns the bad. This enhanced mental strength and will power must aid the child afterward

to read aright the "eternal verities of which all outward things are but the symbol," and to develop within himself a refined and pure taste in regard to those spiritual truths. The senses of sight and hearing may be developed with those of taste and smell, enabling one to enjoy many sense-objects without injury to them or to the person himself.

2079. Did Froebel invent the play of the "Light Bird"? (See "Mottoes and Commentaries," p. 189.)

Froebel says that he saw it played in all grades of society as well as by members of his own family. It therefore grew up with him, and he himself played it, to the delight of his younger brothers and sisters.

2080. What import of the play is suggested by Froebel in "Song and Motto"?

□ That the child's hands may not hold all things that charm him, but some are for awakening a nobler feeling of joy, and making the child the gainer thereby.

2081. Is this the only import?

No; Froebel says: "The deeper import of the 'Light Bird' is hinted in the song and motto. Beware, however, of the thought that the import thus suggested is the only one contained in the play. Not only the 'Light Bird' but all the plays which precede and follow it have many meanings."

2082. How many things do the children in the picture try to catch?

The light, butterflies, a swallow, and the sunset rays.

2084. As a result of a sympathetic study of this picture, what idea would a young child gain?

That while some things may hardly be caught by the hands, others can only be caught by sight and held by memory.

2089. What does Froebel say in the first paragraph of his Commentary about the soul?

Inasmuch as the soul, though possessing many capacities is an indivisible unit, it is of the utmost importance that his feeling of the unity of his being should be a strong and living one before he descends into the consciousness and culture of specific powers, for it has been proved beyond a doubt that the order of development is from the universal to the particular.

2090. What does he say with regard to the true order of spiritual evolution?

Froebel says: "that as man's life is a unity, one may recognize in the first baby life, though in their most delicate germs, all the spiritual activities that in later life become predominant. All human development has its starting point in the emotions. Side by side with the emotions must the corporeal and spiritual life develop. Thought must form itself into action, and action resolve and clear itself in thought, both having their roots in the emotional nature." In the "Light Bird" the senses act upon the child's emotional nature, moving him to action. Through his own act he seems to perceive something of the special nature of light and finds therein a symbol of his own spirit, a relation which he must sooner or later perceive.

2091. Do you agree with him?

I believe that the body exists for the soul's evolution, and only through its activities may we be enabled to read nature, the soul's parable.

2092. What connection in thought between paragraphs one and five?

In the first paragraph the nature of man's soul is recognized, while in paragraph five the manner of its development. Froebel seems to believe with Wordsworth,

"For knowledge is delight, and such delight breeds love."

2093. What connection between both these paragraphs and the sense of sight?

The sense of sight is the most powerful medium for the soul's development because it contributes most to one's mental growth.

2094. Give all the illustrations you can recall of the symbolism of sight?

"Blessed are the pure in heart for they shall see God."

"And he that seeth me, seeth him that sent me."

Thou hast done now with eyes for the actual, begin with the seer's!

—*Saul to King David.*

Yet gifts should prove their use;  
I own the past profuse  
Of power each side, perfection every turn;  
Eyes, ears took in their dole,  
Brain treasured up the whole;  
Should not the heart beat once, "How good to live and learn."

Not once beat "Praise be thine!  
"I see the whole design,  
"I, who saw power, see now love perfect too;  
"Perfect I call thy plan;  
"Thanks that I was a man!  
"Maker, remake, complete—I trust what  
"Thou shalt do!"

—*Rabbi Ben Ezra.*

Splendor eternal, piercing through these folds,  
Its virtue to my vision knits, and thus  
Supported, lifts me so above myself,  
That on the sovran essence, which it wells from,  
I have the power to gaze: and hence the joy  
Wherewith I sparkle, equaling with my blaze  
The keenness of my sight.

—*Dante, Paradise Canto XXI.*

2095. What does Froebel say in paragraph five of the relationship between sight and feeling?

They are related as light and heat.

2096. Does this correspond with the original reaction of sensation and movement?

As all bodies heated to a certain point become luminous, so sensations when strong enough produce movements. As heat and light both come to us in the sunbeam, and never can be wholly separated, so sensations and movements are ever united while life lasts.

2097. Why does light in God imply love?

Froebel says "that vision of the whole implies love for the whole." If the Heavenly light enables us to see more and more clearly, must not we also love more and more deeply, and God will be the source of all.

2098. What does Froebel say in paragraph five is our heart's desire for the child?

A serene and unimpeded development wherein he exerts all the specific energies of the soul and preserves intact the conscious unity of selfhood.

2099. Was insight the conscious goal of all Froebel's educational ideals?

Yes; he considered the sense of sight so important because it was the axis about which revolve the energies of mind—the foundation source of spiritual experience. He says the recognition of this truth enables us to penetrate to the heart of our common endeavor.

2100. Can you quote from his own writings different statements of this truth?

"To be wise is the highest aim of man, is the most exalted achievement of human self-determination." "And thus, through this consideration, we have found and recognized what we sought, namely, that the respect and love—yea, the reverence—of children and youth are gained and secured to parents as well as to others in proportion to what the latter are doing for the education of the mental life of childhood in general." "The aim of instruction is to bring the scholar to insight into the unity of all things, into the fact that all things have their being and life in God, so that in due time he may be able to live and act in accordance with this insight."

2101. Would this song of the "Light Bird" seem to mark a crisis in the Mother Play and in our educational procedure?

Yes; in the words of Hegel, as quoted by Miss Blow, "In the sphynx symbolic art reaches its highest expression. The human head looking out from the brute body, exhibits spirit as it begins to emerge from the merely natural, to tear itself loose therefrom and already to look more freely around it."

2102. Can you define this crisis?

I think it marks the period of boyhood as succeeding childhood, the period when instruction predominates. Froebel says, "that in childhood man is placed in the center of all things, and all things are seen only in relation to himself, family-life being that which gratifies him most." The preceding plays in the Mother Play have dealt mostly with the child's relation to his mother or family. Now he is to learn more about objects outside of himself; there is to be a separation, in order that he may find himself more clearly. Feeling is to be quickened with the luminosity of mind; spirit emerges from sense.

2103. Would Froebel's doctrine seem to correspond with Dante's?

Dante says:

" Since from things sensible alone ye learn  
That, which, digested rightly, after turns  
To intellectual. For no other cause  
To your perception, hands and feet to God  
Attributes, nor so means; and holy church  
Doth represent with human countenance  
Gabriel, and Michael, and him who made  
Tobias whole."

## CURRENT WORK—NEWS—REPORTS.

**Kindergarten Benefits.**—The time-honored custom of raising funds by the "benefit" method has of course infected the kindergarten as every other needy movement, and the character of the "benefits" which are made to contribute to the kindergarten cause prove the progressive and enlightened spirit of the movement. Many there are to be sure that jog along in the old way of presenting a mixed program of more or less merit as an excuse to the public for contributing to a worthy cause; but the humdrum of the Editor's desk is enlivened occasionally by such startling announcements as a masquerade ball for the benefit of a kindergarten association in Wisconsin, or a series of euchre parties given by a society lady in Michigan to raise funds for a pet kindergarten. All kindergarten associations of course require benefits. They subsist upon contributions, and a few of these suggestions may furnish ideas to those yet unbenefited. A most clever scheme has been devised by one Illinois association to fatten their exchequer. Seizing an opportunity they have made arrangements to furnish the refreshments for a series of club parties, appropriating the revenue, which they expect to be generous in behalf of the cause, to the kindergarten association. Another in Georgia gave a valentine ball at the proper season. An account of a "chocolataire" for a kindergarten in Indiana was given in the KINDERGARTEN MAGAZINE last month. A china party involves the obligation of each guest bringing a cup or plate to donate to a Michigan kindergarten training school. Comedies and operettas with local cast are standard programs for "benefits," but to make sure of a good, paying audience a California association gives an operetta which is followed by a children's play, and afterwards a dance. The New York kindergarten association enjoyed the largest benefit probably in the Beethoven matinee given recently at the Fifth Avenue theatre. The use of the theatre and the services of the cast were contributed and a very successful performance enjoyed, although the proceeds of fifteen hundred dollars did not begin to meet the expectations of the promoters. The following statement regarding a charity ball planned by an association on the Coast, was made to correct an evidently erroneous notion in the public mind, and well defines the import of the kindergarten "benefit." "The ball was planned for the purpose of raising money to meet a deficiency in the finances of the association, but nothing could be further from the desire of the members than to come before the public as objects of charity. The name 'Charity Ball' was the first one that came uppermost, and was used without thought as to its real import. The objects of the association are of public value, and the ladies feel entirely justified in inviting public interest and cooperation in their maintenance as such, but certainly not as a matter of charity." A thimble party is a Kansas kindergarten idea. A pop-corn candy factory in Kentucky gives one-half of one day's sales to a mission kindergarten, the lady managers of which act as hostesses for the day at the factory. A Massachusetts association is arranging for a loan exhibition of art photographs representing some three or four thousand works of art and including about two hundred famous Madonna pictures. A Hebrew kindergarten association in Maryland was given an opera benefit, the programs for which were the attractive feature. They were decorated



with pictures of the kindergarten children, and were prized as souvenirs. But on the whole the most beautiful benefit any kindergarten has yet enjoyed is surely the one given by the little blind boys at Jamaica Plains, Mass., which brought just eight dollars to the Elizabeth Peabody Home. The blind boys had been told of the home, and how poor children were made happy there, but how dependent all the good work was upon money sent by kind friends; and quick to forget their own misfortunes in the needs of others, they asked to be allowed to help. They were told that they might if they would themselves devise the way, and carry out their plan, for the work must be all theirs. And so it was that the blind children gave their original version of "Cinderella." The wonder is how these little fellows, none of them over ten, and all of them blind, knew anything about theaters and playing. But they gave a performance which was a credit; and more than that, they brought a mighty lesson of helpfulness home to the eighty people who witnessed their earnest, eager efforts to do for others whom they considered less fortunate than themselves, though they were little blind boys.

**Editorial Wisdom.**—"The Fargo, N. D., newspapers are advocating a free kindergarten. A good thing, say most of the newspapers. We have our doubts. A kindergarten is well enough as a place of entertainment for small children, but in so far as it systematizes play it discourages originality, and in so far as it stimulates study in the very young it cuts into health, and makes young people old and mature too soon. The tendency of this fast age is to overcrowd children, to put them into the serious business of life too young, to make a dictionary stand out of the little tea table, and a book rack out of the doll's cradle. It is well enough to use the public money for the education of children who are older, and to allow to private enterprise a monopoly of educating and systematizing babies. To our way of thinking the children whose parents are too poor to send them to a modern kindergarten, are the most fortunate; in these closing days of the nineteenth century there are too many little tots wearing eyeglasses and using four-story words to give much encouragement for rugged cheeks and good appetites in the next generation."

The density of the ignorance of some people is only equaled by the audacity of their egotism! A leading, or in this case a *misleading* paper of the vigorous young state of Dakota, like a pompous little bantam cock, hops up onto a fence, and looking over into Fargo sees some most earnest and praiseworthy efforts making to establish a free kindergarten. Whereupon he flaps his mottled wings and arches and stretches his fluffy neck crying in effect, "Pretty-how-do-doodle-do-here! Don't you know better than to spend the public moneys for the education of the young children? Wait until they have learned enough evil to warp all their lives! What are you thinking of to hive them into lovely, bright rooms under influences that will develop all that is good and holy in them? Give them the freedom of the streets until they take the freedom of the town, till they are old enough to become a menace to law and order! You have no right to systemize or direct their wild originality! It is much better for the children of the poor to roll in the gutter and wallow in the mud; they like it better because they know no better, nor ever will perhaps if you keep out of their homes. Keep your kindergartens for the unfortunate children of the rich who must have some fad, and this is as good as any! Scoot-a-doodle-do!" With another complacent glance around, he lays aside his quill with an air of duty well done, and without ruffling a feather, hops down and struts off as only a bantam cock can strut—lifting each foot high, hardly deign-

ing to lower his haughty head to pick a kernel of the truth which every reader of this magazine longs to scatter before him—that is if she did not first in impatience of his impudence wring his pretty neck! The tremendous influence of the work doing in charity, public and private kindergartens throughout this broad land is asserting itself just as surely as the sunshine asserts itself upon the vegetation. There remains no question of its potency for good. The army of devoted women who are enlisted in its service are searching, studying for the best ways and means to extend and improve its methods. Meantime, all the time, thousands of little children are reflecting its blessing upon their families and homes, and are kindling a light that shall illumine the world. Fall into line, Dakota; you cannot afford to drop behind!—*E. L. W.*

THE KRAUS ALUMNI KINDERGARTEN ASSOCIATION held the regular monthly meeting for January, on Saturday, the 29th inst., at the Hotel San Remo, New York. After the usual reports had been read, Miss Dorman, the chairman for the day, proposed that the delegates be appointed to represent the association at the meetings of the Kindergarten Union to be held in Philadelphia, February 18 and 19. On motion Mrs. Maria Kraus-Bretté, and Mrs. Clarence Meleney were unanimously elected, and both accepted on condition that they be allowed to send substitutes should the necessity arise. Miss Dorman then spoke a few words of welcome to the invited guests, and after the singing of a "lullaby" by the members of the Kraus Training Class of 1898, the meeting was addressed by Mrs. Maria Kraus-Bretté, the permanent chairman of the association. The subject of Mrs. Kraus' paper was, "Froebel's Methods, as Viewed in the Light of Our Times." She said in part: "Whether for good or evil, Rousseau begins an era in education. Pestalozzi recognized the demand of an early development by training and educating the senses, and that this should precede all proper instruction; he wanted to reform intuition to the art of *intuitive-instruction*. Fichte placed in the proper light the idea of *national* education; while Froebel, the foremost pupil of Pestalozzi, succeeded in opening family and nursery education found in the kindergarten system. This system was the result of the progress of education and culture in general, and of a need of the rising generation; its principle being the same which Pestalozzi carried out so ably. The Kindergarten being the medium between home and school, it should be the aim to bring both into coöperation. The immortal soul is born with the body and discloses, like the body, from the beginning, what it needs. Froebel studying the child in view of this, found the keynote for the knowledge of the first instincts of the child's soul, which makes itself known in play. Nature gave this instinct to the child that he might develop bodily and mentally. As the young child does not want to play only, but wants productive play, i. e., variety, means are afforded systematically, according to the child's age, strength, and abilities. Progress and growth, according to Froebel means keeping to the unity and completeness of the educational means given by him, continually adjusting those means to the new demands of the newer times. Progress and growth is the idea, but always according to the 'life-principle' given by Froebel. The human instincts in the child develop gradually into individual dispositions, which give to each being his or her own characteristics. The first free activity of the child needs to be guided and supported from the beginning, if its aim shall be realized, and if powers and talents shall be directed to what is right and true."

**The Alfred Corning Clark Neighborhood House.**—This building will bring happiness and comfort to the children of the tenements of New

York city throughout the day, and to their mothers and fathers at night. In the midst of squalor and misery Mrs. Clark ordered a building, which will combine a modern kindergarten school with an entertainment hall, and on the roof a covered breathing spot for hot summer evenings. In the construction and fitting up of the building, no needed expense will be spared, for orders have been given to make this in all respects a model kindergarten school. The lot, 52x100, has been purchased, and the new building will be ready for occupancy by summer. It is to be of brick, four stories in height, with a roof garden. The outside of the building is to be very plain, relieved only by terra cotta coping and courses. The architects are Babb, Cook & Willard. Mrs. Clark is in sympathy with the kindergarten movement, and she knows that nowhere is the care of children too young for the public schools more irksome than down in the tenements. Anything that will relieve the mothers of that care will be a great boon, and a royal memorial to anyone. One of Mrs. Clark's friends is Mrs. C. H. Royce, a member of the board of managers of the New York Kindergarten Association, which has fourteen or fifteen schools. Mrs. Clark discussed her idea with Mrs. Royce, and the result was the determination to build a kindergarten which should combine the best features of schools in this country and Europe. The schoolrooms will be as nearly perfect as they can be made in every respect. Every comfort will be provided for the children, and it is there that the roof garden or play garden will be especially acceptable. All the year children can play there, for it will be entirely inclosed in winter and open in summer. Here, protected from accidents of all kinds, they can play to their hearts' content. At night, in summer time especially, the roof garden will serve another purpose. Then the weary parents can come and, above the roofs of other buildings, get a breath of fresh air, and chat together. The assembly rooms will be for other purposes than the mere general room for the young scholars. Entertainments will be held there, and plans today contemplate sewing and cooking classes for young girls and dances and marches for the little ones. The matron and teachers will occupy the fourth floor. As to the school itself, it is to be entirely non-sectarian and under the general supervision of the Kindergarten Association, but Mrs. Clark will be the only one whose means are used to support it, at least during her lifetime. It will be a neighborhood institution, and will always be kept open, another class coming as one departs. Only the best teachers will be employed, and there is no doubt that in every sense of the word the memory of Mr. Clark will be perpetuated in the hearts of many happier people.

WITH the beginning of the year 1898, Teachers College, New York, entered upon an alliance with Columbia University by which the college has become one of the schools of the university on the same basis as the law and medical schools, with the important difference that the Teachers College retains its corporate existence with its separate board of trustees and financial independence. The college will be under the direct administration of President Low, and a number of the university professors will occupy seats in the college faculty. Its dean, Prof. James E. Russell, and one of its professors—in the first instance, its professor of the English language and literature, Prof. Franklin T. Baker—will have seats upon the university council. Having thus become an important part of a still more important whole, the future of the college as a school for the training of teachers is assured. The connection with the university will help it to draw men of the highest ability to its faculty and to raise its standards of scholarship. It is hoped that under the

new arrangements teaching may be put upon the same scientific plane as regards both theory and practice as the other professions. The Teachers College was founded in 1887, and its first president was Prof. Nicholas Murray Butler, of Columbia University, and several of its original trustees were also members of the Columbia faculty. In 1893 the college moved to its present site on Morningside Heights, immediately adjoining the grounds of the university, the land on which its buildings stand being the gift of George W. Vanderbilt. It is considered to be one of the best housed and equipped institutions in the world for the training of teachers, its buildings and grounds alone having cost over \$1,200,000. One of the more striking effects of the new union is to put under the control of Columbia the most complete opportunities for the education of teachers enjoyed by any university either in this country or abroad; for, coupled with the theoretical work in pedagogy, is a school of observation and practice, in which each successive step in teaching, from the kindergarten to the high school, can be practically demonstrated. A feature not to be overlooked is that these opportunities are offered to both men and women on the same footing, and that the opportunities for observation likewise embrace the teaching and management of both boys and girls.

**Shoei Kindergarten.**—The following extract from a letter written by a gentleman traveling in Japan gives an interesting and breezy description of Miss Howe's work at Kobé: "I had heard of a kindergarten run by an American woman, so proposed we go there. We did, and both vow we have seen nothing more interesting thus far in Japan. It was a picture, and one long to be remembered. Think of sixty-four of the cutest, daintiest little Jap boys and girls in their varied costumes, bright colors and jet-black hair, on the circle and about the tables. It looked as though a lot of Japanese fan pictures had broken from their settings. They were so earnest, so happy, and so good. A group of pupils that any teacher might be proud of, and Miss Howe is proud of her work. She is a bright, breezy, wide-awake, enthusiastic little woman from Chicago. She showed me all her books, the Mother-Play Book in Japanese, with Japanese pictures and changes adapting the plays to this country, her songs in Japanese; and all this done by her in eight years. Thirty teachers she has turned out, and has four now assisting her. I never dreamed of seeing *anywhere* a more ideal house for a kindergarten. The rooms are very large, and prettily fitted up in Japanese style. The circle must be at least thirty feet in diameter, with plenty of room outside, making a room some forty feet square. Then she has a large garden and a dove cote, and you can imagine how pretty this all is fitted up in the finest of Japanese style. She was so glad to have me show an interest in her work. Eight years ago she came here. With thirty pupils and four green Japanese assistants she started in, not knowing a word of Japanese, but her assistants knew a little English; and though time and time again utterly discouraged she has made a perfect success of the introduction. She is up to date in all her work, for she follows closely all the developments in the States."

**Nebraska Federation of Women's Clubs.**—The education committee of the federation suggests the following ways by which, in its judgment, the club women can assist in bettering the educational condition of Nebraska, and thus promote the avowed object of both the state and general federations: First, study the schools, (a) as a means and aid to the development of character in the individual child; (b) as an immediate preparation for community life; (c) as to the moving spirit, the teacher; (d) as to the inspiring genius, the superintendent; (e) as to the

governing force, the board. To do this it is necessary to know something of the schools. Visit them, not as a critic or reformer, but as a friend desiring to learn in order to help. Encouragement and appreciation are stimulating. Give sympathetic attention to the means of improvement and culture placed within reach of the teachers by the superintendent and board; that is, the character of their professional study, frequency of meetings, lectures, and visiting days. See that the best the community affords, socially and intellectually, is within reach of the teachers. Second, become familiar with the legal status of the school, in order to understand legislation in this direction. Third, Nebraska is an agricultural state. The hundreds of rural schools might be improved through the thought and effort of the club women. Try the experiment of appointing patronesses, at first for a few schools. Let it be the patroness' duty to supplement the efforts of the teacher, director, or superintendent, not to supplant them. A bunch of old magazines, a handful of wood cuts, a framed print, or a book or two—through her, some of these might find way and bring sunshine into the rural school. With love in her heart, meekness in her manner, and wisdom in her head, the patroness might be the veriest godmother.

**St. Louis Froebel Society.**—The regular monthly meeting of the St. Louis Froebel Society was held January 29. Mr. Denton J. Snider addressed the meeting, his subject being "The Relation of Great Literature to the Kindergarten." Mr. Snider referred to the works of Homer, Dante, Shakespeare, and Goethe as the four literary Bibles—the eternal record of the eternal. The speaker then traced the connection of the four great books, referring to the one common movement in all: The separation and return—the problem of individuality. He also referred to the mythical bases of all, and connected them with Froebel's greatest book, "The Mother-Play," showing symbolism to be the great thought in the kindergarten and great literature, and recommending all kindergartners to make a careful study of great literature for strength of thought and the interpretation of the kindergarten. At the close of the lecture the president, Miss McCulloch, called on Mr. F. E. Cook, principal of the Crow school, for an address. Mr. Cook responded with a hearty indorsement of Mr. Snider's views, and also referred to Dr. Wm. T. Harris when he said: "Extend your horizon; study the great masters," and closed with saying, "Mr. Snider has hit the center of the target." Mr. Snider's lecture was an introduction to a course of lectures on "Homer's Odyssey," under the auspices of the Froebel society. The president called a business meeting of the society, February 10, for the purpose of electing delegates to the I. K. U. meeting to be held in Philadelphia. The following delegates were elected: Miss Mary E. McCulloch, Miss Mabel A. Wilson, Miss Annie E. Harbough, Miss Gertrude E. Crocker.

**Trans-Mississippi Teachers' Convention.**—The suggestion of a convention of school teachers in conjunction with the Educational Congress now being arranged as one of the leading features of interest at the Trans-Mississippi and International Exposition at Omaha in 1898, is meeting with universal favor on the part of influential educators, state superintendents, school boards and teachers of graded and district schools in many of the western and southern states. It is believed that such a convention will afford to thousands of teachers who may not attend the meeting of the National Educational Association in Washington an opportunity to derive from the meeting at Omaha the benefits they cannot otherwise enjoy, while permitting them to combine pleasure with knowledge in visiting the Exposition of 1898. According to the

most reliable statistics there are nearly 10,000 teachers in Nebraska alone, and there are not less than six times as many more in the adjoining states—Iowa, Missouri, Kansas, Colorado, Wyoming, and South Dakota. The Exposition will, in itself, offer visitors an education, and no more profitable outing could be planned for teachers of the youth who in the future will be called upon to continue the work of developing the resources of the western and southern states.

**Children in Applied Psychology.**—Trust children for finding out the weak points in the characters of those with whom they are thrown. You may be able to bluff it out and throw dust in the eyes of grown-ups now and then, but children, never. A mother of ultra-nervous temperament has a small daughter who is not so. Nothing delights the little girl more than to play upon her mother's weakness. One of the chief causes for worry is, of course, overshoes. The little girl is besought and adjured to wear them upon all occasions whether she has any intention of getting out of wearing them or not. The other day the little girl, cloaked and bonneted, entered her mother's presence, and, with a roguish smile, said, "Mamma, you can't tell me why it is I haven't got on my overshoes." The mother gave one glance at the unprotected feet and promptly went off at a tangent. "Ethel, you don't mean to say—oh, Ethel, how *could* you, and the grass so wet? I've told you so often, dear, never, never to go out without them after the rain. What made you leave them off?" The little girl surveyed her mother calmly. She seemed well satisfied at having worked her up to such a pitch. "Why didn't you put them on?" insisted the mother. Then came the answer, "Cause I haven't been out."—*The Mother's Voice*.

A MOTHER, who had one son, was determined that he should be a gentleman, that he should meet her standards of what constituted good manners in society. When he went to dancing school, his mother was his attendant. The first lesson she taught him was not to be in a hurry to select his partners, but look to see if any little girl had been forgotten; if one had been, he must ask her to dance. He was taught that social occasions were his opportunity to contribute to the general happiness of all present. It was this same mother who, when her niece announced that she was not going to college, but into society when she left school, asked, "What have you to give society?"—a view entirely new to many far older than the young girl to whom this question was asked. Manners are the blossoms that take form and color from the home training. If each member of a family is made to contribute to the social life of the family, if each child is trained to be a contributor to every social occasion, is taught that the attitude of the receiver is the selfish, the untrained attitude, we shall hear less of the stupid affairs that our fashionable friends so often attend, and shall never hear comments on the bad manners that are the natural expression of selfishness.—*Exchange*.

**Child Labor.**—The London *Clarion* records the following account of how the English factory hands voted against their own children's freedom: "At the Trade Unions Congress held at Birmingham in September last, a resolution was carried to the effect that the Parliamentary Committee should demand, as a temporary minimum, from the government the abolition of child labor under the age of fifteen. An excellent resolution in good sooth, and one surely not tinged with that socialism which labor sniffs at with such childish suspicion. But how is it received? Weavers connected with the Northern Counties Amalgamation have been questioned by ballot on the matter, and from the results announced in twenty different towns they have practically *voted unani-*

*mously against the proposal.* At Blackburn over 10,000 persons answered 'No,' whilst in a Manchester suburban district only two said 'Yes.' That the proposal of the Trades Congress is not favored by Lancashire weavers may be judged when it is stated that from the returns received over 60,000 persons have voted against it, while less than 3,000 have voted for it. Other returns are yet to come, but it is anticipated that they will be as equally pronounced against the proposal."

A WESTERN village kindergartner had spent a summer term tracing a loaf of bread back through all its interesting stages. The process journey of the loaf was taken step by step, from the shelf, to the grocer, on to the miller, and the farmer, and finally to the hand of the Heavenly Father. The kindergartner then taught the children the thanksgiving hymn. The result of the story has been put into the following verses by the kindergartner, Miss Mary Ogden, and the true incident is recorded because of its childlike return to the "point of departure":

"Our Father in heaven, we hallow Thy name;  
May Thy kingdom holy, on earth be the same;  
Oh, give to us daily our portion of bread!  
It is from thy bounty that all must be fed."

All softly the children had sung the sweet prayer;  
Then gently their teacher with reverent care,  
Explained each petition, and finally led  
To "Give to us daily our portion of bread."

"Now, where does my Gretchen get her daily bread?"  
"Gets it from mamma," the wee maiden said.  
"And where does the mother dear get it herself?"  
Quickly the answer came, "Off of the shelf!"

At the February meeting of the Philadelphia Society of Froebel Kindergartners, Mrs. Van Kirk read the poem beginning:

"Well, shell, and what is the message  
You're trying to whisper to me?  
I know very well you have something to tell—  
Some tale of the bright blue sea,"

introductory to the talk on "Shells, and Animals that Live in Them," by Miss Lucy M. Griscom. Miss Griscom gave a most comprehensive talk on mollusks, including univalves and bivalves, those so well known to us because found in our streams and kept in our aquariums, such as snails and mussels, and the marine mollusks found on our sandy beaches, including the oyster and clam. Then descending to the depths of the sea she brought before us the squid, the octopus, and lastly the chambered nautilus, which Dr. Holmes has taught us all to revere and to look upon as a teacher of great spiritual truth. The lecturer had many beautiful specimens, and illustrated the talk with blackboard sketches.  
—*Agnes M. Fox, Secretary.*

**Educate Newsboys.**—Florence Kelly, State Inspector of Factories and Workshops of Illinois, reports that there are in that State over 8,000 children between fourteen and sixteen years of age at work at manufacture, and a large body of younger children engaged in mercantile and street operations. In Switzerland the law prohibits outright the employment of children under sixteen years of age. "We all assume," she says, "that there must be cash children and newsboys, and we forget that they are an American invention, regarded with surprise and disapproval by foreigners who come to this country to investigate our educational system. We arrange newsboys' homes, and lodging houses and banks; newsboys' picnics and treats, and even from time to time a theater performance for the newsboys. But why have newsboys? Why

not let the unemployed men sell the papers and the newsboys go to school?"

**A Kindergarten Wedding.**—Miss Sara E. Moore, who has been conducting a kindergarten at Key West, Fla., introduced a novel variation into the morning exercises of her kindergarten. One morning in December the school had assembled as usual for morning exercises, being led by Miss Moore. The club women were there by invitation, not knowing just what was in store for them, although from the first they had been prepared in a measure. After prayer and the good-morning songs, Miss Moore gave her last talk to the mothers and children, which was followed by the marriage ceremony which made Miss Moore Mrs. Carruth. The whole scene was most beautiful and impressive, if thoroughly unconventional. The room was filled with flowers, not half so sweet and bright as the childish faces, so dear to the teacher, who chose to be married surrounded by those most interested in her and beloved by her.

DR. BENJ. ANDREWS said in a recent address, "We must make the kindergarten the foundation of our system of public education, and the age of two and one-half years is none too early to begin this work with the pupil. The kindergarten should be made universal, and should lead up to manual training. Thorough manual training often is of more value to the pupil than years spent with books. It teaches accuracy. I have known many a young man to get his first start toward a literary style in the workshop. There he learned to do things nicely. As for the kindergarten influence, I have known one child to regenerate a whole family, working a complete change in a careless mother, a rude brother, and a degraded father."

THE Free Kindergarten Association, of Buffalo, N. Y., found itself unable to command the funds by subscription, as heretofore, to carry on the free kindergartens under its charge, and recommended to Superintendent Emerson a larger appropriation for that purpose. The city was therefore asked for an additional \$4,600, raising the amount for kindergartens to \$10,000, which Superintendent Emerson thinks will be sufficient to carry on the work for the coming year. Much wholesome interest was manifested by the local press in the question whether the kindergartens would be hampered or given full appropriation; even recommending that the park appropriation be curtailed, if necessary, rather than limit the kindergarten funds.

**A Large Contract.**—The following advice is presented by a contributor to the *Mother's Journal*, who unwittingly sets a large task for the average mother: "If the mother is not perfectly familiar with Froebel's 'Mother-Play Book,' let her study 'The Knights and the Good Child,' and the 'Knight and the Bad Child,' not forgetting to read the 'Introduction to the Commentaries.' 'A Study of Child Nature,' by Elizabeth Harrison, and Florence Hull Winterburn's 'Nursery Ethics' are both useful books. Of course there are many more that I might mention, but if the mother can thoroughly understand and practice the spirit of any of these books, or all of them, so much the better for all considered."

SUPERINTENDENT of Schools Jasper, of New York city, has made a public statement to the effect that the kindergartens were meeting with hearty approval in every direction, and more especially from Germans, German-Americans and Americans who had traveled in Germany and studied the excellent work done by that class of schools. They appeared to be the only method whereby very young children or young and dull children could be properly reached by the instructor. The



training given by these object lessons in colors, shapes, materials, and relations was extremely valuable, and the education of the eye and the hand was also a matter of no small consideration.

THE great subject of child labor must, sooner or later, appeal to the women whose business it is to socialize education, or in other words, to conduct the kindergarten interests of our country. From time to time important items concerning the agitation appear in these columns and aim to keep our readers in touch with the subject. We would especially call attention to the two important items in this issue, *Child Labor* and *Educate Newsboys*.

ABOUT thirty ladies of Bay City, Mich., have organized for the study of the kindergarten and its history. Mrs. Van Fleet, a normal teacher from the South, has started a wave of enthusiasm which they hope in the future will bring about a free kindergarten. At present they have two private kindergartens, one with twenty-five pupils conducted by Elizabeth Raine.

THE San Francisco Child-study Club has blazed out a new path, diverging from the ordinary introspective methods of child study. Testimony has been gathered from some 2,500 children regarding their ideas of teachers; as to what makes the most helpful teacher, and what are the chief characteristics of the best teacher.

A PITTSBURG kindergarten has set aside certain days on which the children are taken through the different manufacturing establishments, as it has proved to be a very satisfactory method of instruction. Recently they were taken through a large bakery to observe the different processes of baking.

THE kindergartners of Cleveland, Ohio, have formed a union which is already a branch of the International Kindergarten Union. The officers are: president, Miss Rose Morrison; secretary, Miss Halycon McCurdy; treasurer, Mrs. Alice Newby; corresponding secretary, Miss Florence Gleed.

MRS. EMMA T. SMITH, of Buckingham kindergarten, Springfield, Mass., and a recent graduate of the Industrial Institute of that city, where she has been taking a post-graduate course, has accepted a position in the public kindergartens of Brooklyn, N. Y.

MISS ANNA W. WILLIAMS, director of the public kindergartens of Philadelphia addressed the educational club of that city recently on "Some Popular Misconceptions of the Kindergarten."

MISS ANNIE ALLEN, of the Chicago Normal School, conducts a private "skipping class" for older girls who are making ready for dancing school and gymnasium.

MRS. T. VERNETTE MORSE, editor of *Arts for America*, opened one of the first kindergartens in the West, at Florence, Kan., twenty years ago.

DR. CORNELIUS N. HOAGLAND has recently contributed \$20,000 to the endowment fund of the Brooklyn Free Kindergarten Association.

MISS SUSAN E. BLOW gave a series of lectures on Dante, in Baltimore during February.

A KINDERGARTEN for colored children is being established at Lawrence, Kan.

## BOOK REVIEWS AND REFERENCES.

THE Fourth Reader of the "Stepping Stones to Literature" series is excellent. In this book mythology is introduced. Fables and fairy stories there were in the previous volumes, but the great historic myths with their poetic suggestions of history come properly at this stage; as the authors express it, "in accord with whatever truth exists in the culture epoch theory of education." It is not, however, a handbook of mythology. Abundant selections from standard authors, as Longfellow, Bryant, Eugene Field, Robert Louis Stevenson, Whittier, and Wordsworth, have been carefully chosen for simplicity of diction and subject matter. Two beautiful classics for children, Kinsley's "Water Babies," and "How Little Cedric Became a Knight," by Elizabeth Harrison, are given entire. The illustrations are good; many classic pictures reproduced, or where there are sketches for the text, the drawing is well done. The book is also well printed and bound. Silver, Burdett & Co., Boston, publishers.

"A Little House in Pimlico," by Marguerite Bouvet, is a sweet story of an especially attractive and manly little fellow, who, wisely left to his own childish innocence, brings about a much-desired consummation. The plot and treatment re-

mind the reader strongly of Mrs. Burnett's "Little Lord Fauntleroy," and that similarity rather detracts from the freshness and enjoyment of this story, for older people, but children never tire of such idealizations and will even appreciate the more any resemblance to old friends they may discover. Published by A. C. McClurg & Co., Chicago.

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## CURRENT MAGAZINE ARTICLES OF IMPORTANCE TO TEACHERS AND MOTHERS.

"A New Profession," by Chas. F. Thwing, in *Educational Review* for January.

"Vocational Interests of Children," by Will S. Monroe, in *Education* for January.

"German Schools," by L. Seeley, in *Normal Instructor* for January.

"Mothers in Council," by Elaine Goodale Eastman, in *The Outlook* for January 29.

"Music in Education," by Edwin A. Gowen, in *The Musician* for February.

"The Results of Child Study," by Prof. Oscar Chrisman, in *Education* for February.

"Teacher and Torshent," by George H. Tripp, in *Journal of Education* for January 27.

"Spirit in Free-hand Drawing," by Bunkio Matsuki, in *Art Education* for January.

"Arthur Henry Hallam," by Wm. Ewart Gladstone, in *Youths' Companion* for January 6.

"The Question of Punishment," by Mrs. E. E. Kellogg, in *Good Health* for February.

"Motor and Sense Training," by Luella Heinroth, in *Child Study Monthly* for February.

"The Child's Place in the Home," by Katherine Beebe, in *The Outlook* for February 12.

"T: Child's Savings Bank," by Caroline Hardy Paton, in *Trained Motherhood* for January.

"The Larger Education," by Hamilton

W. Mabie, in the *Kindergarten Review* for February.

"James Russell Lowell and His Friends," by Edward Everett Hale, in *The Outlook* for January 1.

**Wanted:** Back numbers of the KINDERGARTEN MAGAZINE for January, 1891, and December, 1889.

"Musical Kindergarten Methods — A Word of Warning," by Carl Faelten, in *Music* for February.

"The Education of Mentally Deficient Children," by G. E. Shuttleworth, in *Hand and Eye* for January 15.

"The Public School as a Center of Community Life," by J. K. Paulding, in *Educational Review* for February.

"The Economy of High Wages for Teachers," by John Davidson, in *Educational Review* for February.

"Discipline as a Factor in the Work of the School Room," by James Pyle Wickersham, in *The School Bulletin* for January.

"The Picturesque in American Life and Nature," by Charles Dudley Warner as interviewed by Clifton Johnson, in *The Outlook* for January 1.

"Is Modern Education Developing the Intellectual Powers to the Neglect of the Altruistic Principles?" by Jonathan Olden, in *Education* for February.

"Counsels to Teachers of Young Children, The Importance of Obedience and Methods of Obtaining It," by Marie Pope Carpentier, in *Kindergarten Review* for January.

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# KINDERGARTEN MAGAZINE

*Vol. X.—APRIL, 1898.—No. 8.*

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## FLOWER FANCIES.

PHILIP DE KAYE.

### THE FLOWER OF LONG AGO.

**A** TRAVELER in a far country went one day to a place where men were digging deep down into the ground. As he watched them he asked what it meant, and they told him that underneath all this dirt that he saw was a buried city. Hundreds and hundreds of years ago men and women and children lived in that city, and there were beautiful houses and great parks, and streets just as you see in the cities today. They had gardens of flowers, and butterflies and birds and bees, just as we have them now. The traveler was very much interested, so he waited and watched them many days while the men carted the dirt away, and at last the houses began to appear, and the streets and the places where there had been gardens and parks. In the houses they found many things which showed how those men and women lived so many, many years ago. Dishes and vases of earthenware, and curious pieces of hard clay on which there was strange writing telling how men thought and felt, and what they did. These clay pieces were their books, for they had no paper and printing presses in those old, old days.

One day while the traveler was going through one of the houses he found a vase, and in the vase were some flower seeds that perhaps some boy or girl had put there ready to plant the next spring. He was glad to find them and wondered whether they would grow should he plant them. So he put them carefully away and when he went

home to the country where he lived, far across the sea, he planted them in his garden. The soft rains fell upon them and the sun gave them warmth, and soon little green leaves began to push themselves up through the ground. After a little time buds appeared, and one bright day when the traveler woke up in the morning, there, in his garden, was a bed of the prettiest red flowers you could wish to see.

I cannot tell you the name of the flowers, for no one knows the name, not even the traveler who found them. They were different from any flowers he had ever seen. He wondered very much about them, and the other flowers in the garden wondered too, so they thought they would ask them. Now this will seem very odd—they did not even know their own name.

One of the flowers spoke out and said, "We really have forgotten, it is all so long ago; we can only remember that one day a pretty little boy came into the garden where we lived, and said, 'Why, here are lots of seeds; I think I will put them away and then we can have another lovely garden next year.' I remember he put us all into a vase and we went to sleep, such a long, long sleep, and when we woke up we were in this beautiful garden. But I have never seen a flower like you before; won't you please tell me your name?"

The flower answered, "My name is Poppy, and since you have no name, and you are to be one of my friends, I think I shall call you 'The Flower of Long Ago.'"

#### THE VOICES OF NATURE.

One day I wandered out into a wild forest, and a great wind was blowing and rushing through the trees.

I said to the wind: "Why do you blow so, is it because you are angry?"

And the wind answered and said: "No, I am not angry; I am full of joy. I am singing. Know you not what I sing?"

I answered "No; what is it that you sing?"

And the wind said, "Listen!"

At first I could hear nothing but the rushing of the wind

through the trees, and the rustling of the leaves, the creaking of the branches, and the rippling of a brook that flowed near by. After a time I could distinguish different voices.

First, the wood violets took up a strain in sweetest tone and sang: "Spring is here and God is good."

The insects answered them in varying voice: "Spring is here and God is good."

Then leaves and grass and fern and shrub and tree caught up the strain, and all nature seemed to be singing one glad song of joy: "Spring, Spring is here and God is good," rising and falling, swelling and dying as it was carried onward by the breeze. Then there was an intense hush.

Suddenly the great wind took it up in tones like pipes of some vast organ whose keys were swept by giant hands. The lightning flashed, the thunder pealed. Trees, branches, leaves, flowers, birds, insects, brooks, wind, lightning and thunder joined in one majestic, glorious outburst of song: "Spring is here and God is good," and the forest shook with the harmonies of these wild choristers.

#### THE ADVENT OF SPRING.

When sweet Lady Spring was all ready to make her appearance upon the earth once more, she wondered whom she could find to go out and announce her approach, for Spring is queen of all this wide world and must have her heralds and her train.

She called together all who loved her and asked of them, Who would go and tell the boys and girls and men and women that the cold and the snow and the ice and cutting winds had gone far, far away, and that they would see them no more, for this year at least? And when she called the robin came, and the bluebird, the butterfly and the bee. There came also the green grass and the leaves on the trees, the crocus and the spring beauties, the violet and the dandelion, and out of the deep woods came the arbutus and the anemone. The warm, bright sun came also, and the gently falling raindrop and a softly murmuring wind.

And each said in a most pleasing voice, "Dear Lady

Spring, I want to go; please let me go and be your herald." The gracious and lovely queen smiled sweetly upon them, and her heart throbbed warmly as she thus learned of their generous loyalty. But how could she choose? How could she say to one, "Stay," and to another, "Go," when all were so earnest and desirous?

So it all ended by her saying to them: "Dear children, I cannot choose between you; you shall all be my heralds. Let the birds sing their merriest songs, the butterflies flash their brilliant colors, and the bees hum. Let the grass send forth its green shoots to gladden the eyes of man. And you, Dandelion, and Violet, and Crocus, blossom out and dot the green with many a bright color, and fill ye all the air with odors sweet. And as for you, Arbutus and Anemone, send forth your fragrance through the forests; rain-drop and wind and sunbeam shall help you, and all this great world shall know that Lady Spring is here."

Thus the heralds went forth upon their ways, and then came Spring, and in her train came rose, and sweet pea, and marigold, and mignonette. The trees blossomed, the crickets chirped, the air hummed with joy, and life touched everything around.

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#### CLOVER.

**D**ARLING little clover  
With your leaflets three,  
You must stand for father,  
• For mother, and for me.  
You are clover three-leaves—  
Now I'll find another;  
Here's an extra leaflet,  
That's my baby brother.  
Anyone who finds you  
Miss good luck, they say.  
*Baby* is the best luck  
That ever came *my* way.

—Kate L. Brown, in *The Plant Baby*.



**The passing of Frances E. Willard, February  
seventeenth, eighteen hundred ninety-  
eight. One of the spires of  
the great Cathedral of  
Humanity.**

## THE LITTLE MAID AND THE RAGMAN.

MARY JOSEPHINE ONAHAN.

**T**HERE are crystals that reflect in their tiny prisms all the hues and lights of heaven. There are bits of everyday life prosaic, commonplace, unimportant, yet mirroring forth a whole world history, it may be, in the unreasoning terror of a child.

It was a cloudy morning in a middle-class district of one of our great cities. There were few houses on that block. On one side was the brick wall of a great institution, on the other the monotonous side faces of flats.

A solitary passer-by was striding along to the street car when a little maid came in sight. She was about six, hatless, coatless, in a blue gingham apron, her hair streaming in the wind. She was carrying a brown paper parcel, evidently the purpose of her early errand at the store. Great tears were running down her cheeks and her small frame was convulsed with sobs.

"I'm—I'm, I'm afraid of—of the ragman," she sobbed, her frightened glance directed toward a stooped and shabby figure which was resting by the curb, a bag of rags at his side.

"But the ragman won't hurt you," said the passer-by. "You foolish little girl, run right along!"

After a moment's hesitancy she started. The sailors of Columbus tossing about on an unknown sea, spectres of hobgoblins and monsters clutching at them from a phantom-haunted West, suffered torments of terror it is said. They were probably scarce more agonizing than hers.

She had gone but a few steps when the ragman, unconscious of the terror he was exciting, made a sudden move. Like a flash the little one turned and fled. Again she took refuge with the stranger waiting for the car.

After being reasoned with, soothed, cajoled, she was

finally piloted across the street. Then with an appealing "Truly he won't catch me?" and catching a breath that threatened to wreck her small frame, she again started wistfully forth.

There was the width of the street as a safeguard this time; there was also the sheltering shade of the wall, and like a distressed yacht in a gale, the little maid scudded close to that protecting shore.

Faster and faster she went, the young eyes dilated with terror. The danger grew near; it was alongside.

Mayhap old Saturn, smiling down from realms of space, gave a gasp of sympathy at this crucial moment on the dark and tumbling earth. For viewed from a point where space is endless and—to use a glaring solecism—eternity begins, the victory of a Hector and of a baby girl must assume much the same proportions.

But the angel of victory recorded one more conquest to weak and stumbling mankind! The battle was won; the little one got by in safety, flinging back a windy, triumphant glance.

So humanity, even in this one small feminine speck, again conquered the superstitious terror of the unknown. So once more was fought and laid low the unseen powers of the abyss on whose dizzy verge reason perilously stands. The victory was over a danger conjured up by errant fancy itself—but when are humanity's victories more?

To strive, to quail, to get up again, to conquer—it is the true history of the race of man.

And the adversary is a chimera after all!

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## STARS.

EMMA PLAYTER SEABURY.

SWEET stars, how you shake, how you quiver and quake,  
The lilies unfold to the sun,  
But the wild rose is true, breathing scent on the dew,  
And the primroses' joy is begun;  
And a pool hides your face where the mosses inlace,  
From the rivers that twinkle and run.

## MANUAL TRAINING FAIRLY TESTED.

FREDERICK NEWTON WILLIAMS.

The Chicago Manual Training School, the first independent school of this character in the United States, was founded by the Commercial Club of Chicago; was incorporated April 19, 1883.

The school was designed to give instruction and practice in the use of tools, in mathematics, drawing, modern languages, and the English branches of a high school course.

SUCH is the text upon a tablet in the vestibule of the school, and for those who are interested in manual training, and all kindergartners must of necessity be, a short description of the work of the school, methods, etc., may be of interest.

The influence of the manual training idea is felt throughout the length and breadth of the United States, and is spoken of by nearly all educators as one of the most important factors in future plans of education. Those who have had the good fortune to keep in touch with the effect of manual training upon the pupil's mind will readily see the importance of this branch of training, which is practically the work of the kindergarten carried into the upper grade school.

First of all, let us correct an error in nomenclature, that is, in calling this the "new education," for it is an old method instead of a new one; it is the natural method, and everyone left to himself will, in a *very imperfect* way, work out his training upon those lines. Let us call it rather a rebirth in place of "the new education."

The country boy has in his daily life the very best of manual training, except that it is not in systematic order, but the daily needs for his handicraft are so many and varied that he early learns to make the hand follow the dictates of the mind, and when we have learned to make the hand the servant of the will, much has been accomplished. It is the



city bred boy who is most in need of manual training, therefore it is of interest to know what has been done in supplying his needs in the past few years.

Upon entering the manual training school the pupil finds his time about equally divided between the academic work



**ENTRANCE OF THE CHICAGO MANUAL TRAINING SCHOOL.**

From a freehand drawing by one of the pupils.

and manual training, and this variety is one of the important features of this plan of education, for experience proves that a suitable amount of novelty always rests the pupil and makes each study all the more interesting. We wish, however, to protest against the idea so prevalent in many schools that all the work must be made so interesting that the pupil will apparently have very few obstacles to over-

come. The feeling of conquest is one of the inherent qualities of mankind, and something to master is an incentive very often to good results.

As the academic work in all schools of a similar grade is so much alike we will not spend any time in talking about this branch, but will devote our time and space to the manual training proper.

The first year's work consists in elements of carpentry and wood turning; the second year, foundry work and forging, and the third, machine shop practice. During all of the three years drawing is made an important study.

The handling of tools in the first year's work begins at once upon the entrance of the pupil, and he is first made conversant with the methods for keeping the tools in proper order. "A good workman can use poor tools but a poor one must have good tools;" therefore he is taught to sharpen and adjust his tools before he is shown how to use them.

The difference between the Russian and Swedish systems of manual training has been discussed by many educators, some holding to the superiority of one system over the other, but experience has taught us that while each has its advantages, under certain conditions the Russian system pleases us more. By the Russian method, we learn the principles of the work irrespective of the ultimate end in view, the idea being that when the principle is thoroughly mastered its application will be a very easy matter to the student. We have had a good deal of experience with young men who have received thorough training in their early life in the Russian method and most heartily indorse the system; these boys have in nearly every case made very rapid progress doing the work of the regular course.

The Swedish system, too, has its many fine qualities and is most admirable in the effect it is having on the general school system, but it seems to us that the end in view is too much emphasized, and not enough time devoted to the work in hand, and, as a result, one of the traits noticed in the finished work is *inaccuracy*.

What should we do in our mathematics if we were allowed

to be inaccurate in our learning of the multiplication table or other equally essential features?

In a well-known school in the East, where the Swedish system has full sway, I found joints so badly finished that a knife blade could easily be inserted, and in their later work those few joints spoiled the otherwise good results. So much, then, for the relative merits of the two systems.

In the wood shop such work as the squaring of wood, planing to an edge, cutting to a line, etc., is done until accuracy in each is acquired, after which joints of different kinds are made. It is here where this system seems superior, as the joint and not the box or other object is the thing in view, therefore it is easier to acquire accuracy in this, and when the joint comes to be used in actual practice the student has this so well under control that his attention may be given to the object to be made. In turning the same custom is carried out, and with a little cabinet-making the wood work of the first year is finished.

Of the three years' course the students seem to like best the manual work of the second year which begins with work in the foundry; here the boys are made familiar with the different methods employed in casting, also the various kinds of castings as well as the composition of the numerous metals, as bell metal, bronze, etc. In the actual work the patterns made in the first year are used, and thus the first and second years' work made to be complementary to each other. The foundry work is most interesting, and is preparatory to the forging which follows.

In the forge shop, all are busy with welding in all stages of completion; here is one boy intent upon upsetting a piece of iron, i. e., making it larger at its end than it was when given to him; another converting a round piece into an hexagonal one, or perhaps a square one into a round. Another, who has mastered the various principles, is employed in constructing a piano lamp, chandelier, or some other object suitable to be made in wrought iron.

The senior, or third year, has for its manual training work in the machine shop, and while the students do *not*



FORGE ROOM, CHICAGO MANUAL TRAINING SCHOOL.

learn to be machinists, they do acquire all the elements of the work. Throughout the three years drawing is given, and much attention is devoted to the various branches. In the free-hand work facility and truth are the things aimed at, and the results are quite satisfactory in the majority of cases. We wish to give as artistic and broad a training as is possible to the students, and do not, as is customary in some of the manual training schools, devote all the time to mechanical drawing, believing that the artistic side of the pupils' natures must be developed.

The tower clock, an illustration of which accompanies this article, was made entirely by pupils in the school. It was designed by a student of the class of 1894, and made by the classes of 1894, 1895, and 1896, under the direction of the teacher of machine shop work. The patterns for the castings were made by boys in the wood shop. The forging of iron and steel and all machine shop work were also done by the pupils.

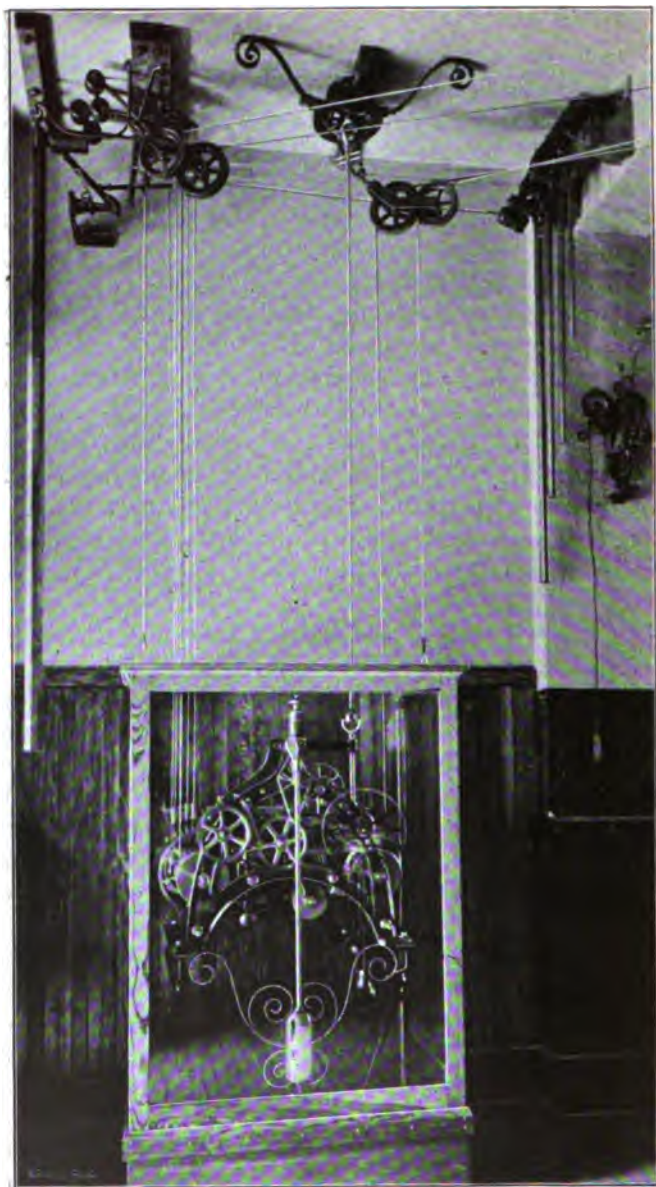
The clock has a set of chimes known as the "Westminster Chime," which strikes every quarter of an hour and thus is a constant reminder that the pupils are able to do practical work of a degree of difficulty seldom undertaken by students in a school of this grade.

People entering the school are very much impressed by the clock. It stands near the entrance, and thus does not escape the notice of even the most casual visitor, and those who are best qualified to judge pronounce it a most excellent piece of work.

The general principles of the clock are not new, but it is not a copy of any other clock, and a considerable portion of the striking mechanism is entirely original in design.

The pendulum compensates by means of a column of mercury. Where sufficient space is given for the descent of the weights the clock will run for eight days.

About the school are many practical illustrations of the students' work, as for example the gates at the entrances, the iron fence upon Michigan Ave. in front of the school, and numerous smaller and less pretentious objects, all of



**TOWER CLOCK,**  
Made by the pupils of the Chicago Manual Training School.

which show the very practical side of manual training, while the benefit to the character building of the student cannot be entered into in this short article.

Every kindergartner would, I am sure, find a visit to the school interesting, and after a personal examination of the methods, etc., would see the intimate relation between the work of the kindergarten and the manual training school. Let them both continue to grow in influence until even the smallest town feels the power and endeavors to live up to the broad doctrines of this education.



**Specimen of freehand drawing done by pupils of Chicago Manual Training School.**



CABINET-MAKING ROOM, CHICAGO MANUAL TRAINING SCHOOL.



## THE WORK OF THE CHICAGO FREE KINDERGARTEN ASSOCIATION.

ARMOUR INSTITUTE.

ERMINÉ CROSS.

There is no backward step for those who feel the bliss  
Of Faith as their most lofty yearnings high.

**A**BOUT seventeen years ago a few earnest women, with faith in a noble purpose, formed an organization whose aim was to establish free kindergartens in the poorer portions of our city, and a kindergarten normal training school. This organization was called the Chicago Free Kindergarten Association, and its present commodious headquarters, with large, cheery office and spacious classrooms, is in itself an indication of the growth of the work since the early days, when meetings were held in Martine's Hall, Twenty-second Street and Indiana Avenue, and the course of training was but ten months. From there was graduated the first class—the first six kindergartners graduated in Cook County. Miss Eva B. Whitmore, the present superintendent, being one of that class.

In 1893 the Association became affiliated with Armour Institute, and while it lost none of its individuality as an association, it had added unto it all the privileges of the Institute, and so it happens that those who direct the work enjoy the wisdom and sympathy of two presidents. Dr. F. W. Gunsaulus, president of the Institute, is, in the kindergarten department as in all others, an inspiration, especially through his intelligent sympathy and cordial indorsement of all the work. Mr. H. N. Higinbotham, the Association's president, does much to make the work successful, not alone through his generosity in giving financial aid, but as an able business adviser. Through these presidents there are extended many courtesies to the students, such as yearly passes to the Art Institute, Field Columbian Museum, etc.

One cannot speak of the advantages of the affiliation of the Association with Armour Institute without mentioning Mr. Armour, the foundation factor of the Institute.

Through the interest and aid of these supporters the Association is able to require only a moderate tuition fee for an exceptionally high grade of normal training. The library



F. W. GUNSAULUS.

and reading-room of the Institute are sources of great benefit. Nothing has been omitted to make the library among the best in the city, and all of its books are free to the students of the kindergarten department as are the privileges of attending all the assemblies, special lecture courses, and the gymnasium.

As has been said before, the aim of the Association is to

establish free kindergartens and to conduct a normal training school. The daily management of this large work is conducted by Miss Whitmore, general superintendent, who is the business manager, and Miss Anna E. Bryan, principal of the normal department, and director of the character of the work in the kindergartens. Miss Whitmore has been connected with the Association since its organization. Four years ago Miss Bryan, whose work had already made her a familiar figure in educational circles, came to take charge of the normal department. Her policy from the beginning



COURTESY OF "SUCCESS."

ARMOUR INSTITUTE.

was to establish the most sympathetic relations between the kindergartens under the Association and the training classes. To this end the monthly meetings of the kindergarten directors are largely devoted to the consideration of problems related to child life.

At these meetings also are discussed the character and principles underlying the work of the kindergartens, but the subject-matter and method always originate with each director, according to the conditions and surroundings of the particular class of children.

The kindergartens furnish data for director's meetings

and class work, while the new thoughts and principles discovered go into and affect the kindergartens. ¶ As illustration:



EVA B. WHITMORE.



ANNA E. BRYAN.

Constructive work found its place in the kindergartens, and so we find students discussing the same, and preparing occupations in addition to those planned by Froebel.

As principal of the training department Miss Bryan prescribes the course of study, and while there are many branches, each directed by a specialist, they are organically related to the work done in her classes, which form a central course, the nucleus around which the other branches of work revolve.

The classes of this central course are based upon the developing rather than the lecture method, so that each student gains, not alone the thought and point of view of the training teacher, but of each fellow student, and in addition her own comprehension is enriched by her effort to elucidate to another.

This central course begins with varied studies in reminiscences of the student's own childhood, the recalling of familiar experiences with children, and their daily unobtru-

sive, sympathetic observation of them, leading to the discovery of the fundamental principles of Froebel's teaching.

This involves psychology of an informal kind, not the Herbartian, but that expressed by Professor James, of Harvard, and Dr. Dewey, of Chicago University.

It may be well to state that the aim is not so much to give the students an exhaustive knowledge of the science of psychology as it is to make use of it in the general study of the child's unfolding life, and thus to lead them to the recognition that all adult planning, however logical and good in itself, must be subject to the corrections which the laws of children's minds and hearts can give.

Besides the study of the fundamental principles in Froebel's philosophic system, it is believed that much is gained in clear, conscious insight by the further study of the same in the very specific and definite form of modern educational thought, as expressed notably in Dr. Dewey's "Pedagogic Creed."

After this introduction there follows, in the central course, the theory and practice with the gifts based upon the previous study.



P. D. ARMOUR.



H. N. HIGINBOTHAM.

Professor Roney's course, "Story Element in Literature," is one of the interesting features of the junior year. Miss Emma Lumm has charge of the physical culture; Miss Lucy Silke, one of the drawing supervisors of the public schools, directs the drawing; while Miss Whitmore continues to give the occupation work, although that has undergone changes, which in this case mean growth, and much of the work done by the students could not be mounted in books as formerly.

In the second year the central course consists of the study of Froebel's "Education of Man," the "Mother Play," games, stories, and the discussion of program work. Correlating with this, the following: Psychology in a more advanced form, under Miss Tanner, directed by Dr. Dewey, of the Chicago University. Professor Monin gives the history of the philosophy of education, marking especially the philosophy preceding and contemporary with Froebel, showing the conditions from which he sprang; nature work is given by Miss Griswold, of the Chicago Normal School; and music under the direction of Mrs. Crosby Adams and Mrs. Jessie L. Gaynor. Mrs. Adams' work deals especially with rhythms and harmony suited to young children, and the class practice in playing marches, skips, etc., proves of the greatest practical value and help, both as to the execution and in the selection of suitable music. The singing is in the able hands of Mrs. Gaynor, whose kindergarten song book, "Songs of the Child World," was published at Christmas time

When the Association began its work one person gave the entire training; now, while one outlines the work, there are nine regular classes in which it is carried out, each class having its own specialist. Then there are special lecturers, among whom are Dr. Gunsaulus, Professor Howe, and others. Not only has the course of study been greatly enlarged since the organization of the training school in 1881, but there have also been added many more requirements for admission. Applicants must have at least a high school education, or its equivalent, and up to this time an examination has been required of those whose educational qualifications

have not been sufficiently assured; the aim being to require more upon entering so as to necessitate less general education during the time needed for professional training.

Many of the students in the present classes have had college training, and yet they find in this study of the needs of child life, and the way to meet them, enough to keep mind and heart busy, not only during the two years' course, but throughout life.

Many of the Association's graduates have been connected with the city schools, but until this year student teachers have not been sent from the normal department, because all were needed in the Association's free kindergartens; this year, some of the old kindergartens being dropped, it was possible to send assistants to a few conveniently located public schools.

Because the present year seems to be the best and fullest the Association has yet known does not imply that its growth is complete. The world advances, and the work of the next year will be made "wiser by the steady growth of Truth."

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### TO THE STREAM.

GEORGIANA E. BILLINGS.

WHENCE comest thou, little stream?  
From a land of sun and shadow,  
From the silent, shady dells  
Where the sun lies on the fells,  
And the trout is idly swimming  
With the swallow o'er him skimming;  
Noisy singing little brook,  
Whence comest thou?

Whither goest thou, little stream?  
Through the fresh green-mantled meadows,  
Dancing o'er the pebbles white,  
Laughing to the sunshine bright,  
Whispering to the summer flowers  
In the quiet twilight hours;  
Foamy, gurgling little brook,  
Whither goest thou?

## A KINDERGARTEN FOREST.

MARY J. B. WYLIE.

**W**E live in the city, and our kindergarten has a small yard at the back and a grassplot in front. For two years we made garden beds in the yard, planted seeds in them, and transplanted into them little plants we had grown in pots in the kindergarten rooms, but we did not realize the beautiful blossoms with which our imaginations covered the strong, healthy plants we hoped to grow by taking good care of them.

Our disappointment caused by the absence of blossoms made us eager to know what caused the failure. We found out that the soil was too poor to grow plants.

Last spring the director told the children she would have a large quantity of good soil placed in the yard and all the kindergarten could try again to grow flowers. The kindergarten is full of hope, so we again with joy prepared our seeds and plants for our garden.

The director bought several loads of good soil, which was spread over the yard. We raked our beds, put in our seeds and plants, and lovingly cared for them. Sweet pea and nasturtium seeds were planted beside the fences. Wild cucumber, morning glory seeds, hyacinth beans, and scarlet runner beans were planted around the veranda. Mignonette and sweet alyssum seeds found a home in front of windows. We had a bed of pansies of different colors, and a bed of geraniums ranging in tone from white to very dark red. The pansies and geraniums were transplanted from pots. There was a fine bed of pink gladioli, too. Each child knew where he or she placed seeds or plants, but all belonged to the kindergarten and every one of us felt a responsibility for the whole garden. We were amply rewarded for the outlay and care by seeing the desired blossoms on some of the



plants before the summer holidays came around. Some of the flowers were taken home for mammas and papas.

When we returned to the kindergarten after the summer holidays were over we were surprised to find a great many sturdy little plants growing in our flower beds and all over the yard. The children asked the director what kind of plants they were. She told them to set sharp eyes to look at them closely and find out if they had ever seen any like them. We dropped on our knees and each examined a plant.

One of the children called out, "The leaves of this plant look like maple leaves."

"So does this."

"And so does mine."

"I think they are maple leaves. Let us get some maple leaves from the tree in front of the house and look at them together," said one of the boys. He got some leaves from the maple on the street and distributed them among the children, who began comparing them with the leaves of the new plants.

Soon a voice shouted, "They are maple leaves; they have the same shape and number of points, only smaller."

A little girl said, "Yes, they are maple leaves. I see they have the same kind of bones—a back bone, a front bone—"

"Where is the front bone?" ejaculated a small male mathematician.

"And side bones and a handle bone."

"Where is the front bone?"

"Why, there it is," and the little girl pointed to the midrib on the upper side of the leaf.

"That is not a front bone; it is the front part of the back bone," said Mathematicus.

"That is it," replied the little miss; "it is a front part of the back bone, and it is a front bone."

The director asked: "Are these leaves maple leaves?"

"Yes," came from many mouths.

"If these are maple leaves on what kind of plants are they growing?"

There was a stillness for a second, then one of the boys said: "On maple trees; these are maple trees—just babies yet."

"They are maple trees!" shouted several children.

"This one isn't a maple tree; come and look at it!" cried another little girl.

We looked at the new plant, which was nearly hidden among the pansy plants, and agreed that it was not a maple.

"Here is another like it." "And another." "And more of them," came from all around the pansy bed.

"They look like trees, too, but what kind are they?" asked the director.

"I believe they are little elms, for the leaves, though smaller, look like those on the big elm which grows near our side door," said another little girl. Some of the children knew elm leaves, and they too believed these were elm trees.

"Maple and elm trees, so many of them; where did they come from?" queried the director.

A three-year-old boy, very full of phantasy, set his head on one side and very gravely told us that "They tumbled out of nothing when the great, round world was rolling round."

"No, they didn't; they came out of something. I think they came out of seeds," said Mathematicus. He then looked at the director earnestly and questioned: "Did you plant maple and elm seeds to surprise us with the little trees?"

She answered "No; I am as much surprised as any of the children to see them here; and so many of them, too."

"The good God made them grow, and just here; and that is all about it," said a little one, who was getting tired of the talk.

"The good God expects folk to help grow things around the kindergarten, and won't do all the work himself," was the answer to the tired child by an industrious girl.

"Please tell us what you think about the little forest," said one of the biggest children to the director.

"I will," she replied. "You remember last spring when the men brought the good soil to us to help grow our plants? I think the seeds were in the soil, which must have been

brought from some place close to maple and elm trees, where their ripened seed had fallen. Forest trees grow without much care from people. Everything here is favorable for the early growth of plants, and the maple and elm seeds sprouted and wiggled their little roots under the ground and grew strong enough to hold up their tiny heads to be kissed by the sun's rays, and washed with the pearly dew and the gentle summer rains, and to slightly sway as the soft south wind played with the tender leaflets, helping them grow to be such healthy, clean little trees. Every child can take one of each kind home and plant them and nurture them there. Perhaps some of you may sit with your children under these trees, after many years, and listen to the songs of the birds, which may build their nests among the spreading branches. We can give little trees to other children also, because there are far too many to grow to perfect trees in this little yard. We love the little forest, but it cannot grow to be a big forest because the city back yard is not the proper place for a forest of big trees.

"Now it is time for us to find our places in the kindergarten room."

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#### EARLY SPRINGTIDE.

ALICE C. BEALERT.

THE bees go buzzing by,  
Intent on gathering bread  
From pussy willows high,  
Now perched o'erhead.  
  
Stray birds from sunny clime  
Dart swiftly through the air,  
Impatient they, for nesting time  
Of happy pair.  
  
The daffodils so gay,  
Just peeping from the earth,  
In yellow gowns array  
Themselves at birth.

## THE EVOLUTION OF A PRIMARY TEACHER.

### CHAPTER VII.—THE HARDNESS OF LOVE.

KATE L. BROWN.

**T**HE Primary Teacher was standing out before her pupils fully conscious of that sea of curious little faces. Before her was planted one small boy the very incarnation of airy insolence and sulky obstinacy.

The case of Timmy Ryan had been one of absorbing interest to the little school ma'am. It had begun to seem as if that interest was sustained at the expense of the entire matter of law and order in a large school.

He was seven years old, this little ruffian, and a perfectly developed type of the order known as gamin. Beginning school before the age of five he had drifted about from district to district, never succeeding in passing beyond the first grade.

The Primary Teacher knew of his unlovely home with its sordid conditions. She realized that a drunken mother and shiftless father do not, can never fulfill the primary conditions of the true hearthstone. She knew very well that blows, indiscriminate and copious, were the lad's daily portion; that foul language and immoral happenings were a regular part of that fearful home training.

So her whole soul went out pityingly to him. "I will love him into goodness," she said to herself with a sweet glow of devotion. "He shall realize what perfect patience and tenderness mean. Perhaps he may even catch a glimpse, through my love for his soul, of that great, boundless love in the heart of God for him."

So the Primary Teacher was the very ideal of tactful, sympathetic friendliness. She studied this man of tender years with a devotion and enthusiasm which would have been most eagerly prized by some of his sex perhaps

twenty years older. She coaxed, encouraged, rewarded his efforts, restrained with wisdom, and in fact never lost either patience or hope.

Timmy appeared to improve, and even on occasions presented an almost abnormal illustration of extreme virtue. The Primary Teacher was never quite easy during these periods. She knew that they were the forerunners of an inevitable letting down when Timmy simply surpassed himself in every species of deviltry capable in an accomplished street rough and juvenile bully. It was no use talking to him then. He showed a brazen exterior from which the most pleading admonitions rolled futilely, or simply hooted at any idea of reformation.

During his civilized periods he presented a smug and pious front which awoke a vague uneasiness in the Primary Teacher's mind. He even boasted of being "teacher's pet, 'cause he was gettin' so good," and sternly reproved his comrades in iniquity for their various pranks.

Of late Timmy's conduct and whole attitude were a perplexing problem to our little schoolmistress. He never offered actual rebellion, but day by day verged nearer to it. He simply surpassed himself in the thousand and one small exasperations known best by gentlemen of his quality.

It is said that one hornet will upset a whole camp-meeting. Even more truly will one evilly inclined small boy create chaos among fifty-five of his kind. The Primary Teacher found her discipline becoming harder and harder. Children heretofore well-disposed grew disorderly, and the dear little lambs of the fold who were never naughty had to suffer for it.

A crisis was coming, the Primary Teacher knew it, and lo! the day of reckoning was precipitated upon her. Timmy had come into school jauntily, scuffing his feet from the door until his desk was reached.

"Come to me, Timmy," said the Primary Teacher pleasantly, holding out her hand.

Timmy sauntered across the floor, smiling, and with a regular devil-may-care expression.

"Now, please walk to your seat as a little gentleman should."

Timmy started at a break-neck pace, bringing down each foot as if it weighed a ton.

"Come back," said the Primary Teacher sternly.

Timmy squared himself up and refused to budge. The Primary Teacher repeated her request with apparent calmness but some inward excitement.

"I ain't a-comin'," said Timmy saucily. "I come once jest as nice as I could and I ain't a-comin' again."

"I give you just one minute to come to me in," said the Primary Teacher with dignity.

"Well, I won't then," replied the young ruffian. His cool air seemed to say, "I'm not afraid of you," and the Primary Teacher suddenly remembered having heard Timmy boast to his mates that "the teacher dassn't lick him."

She went to him, and looking into the hard little face, said in a cold, measured tone, "Go at once where I told you, or I must take you there."

Still Timmy did not stir and she laid a firm hand on his jacket. He clung to his desk with a grip that even the Primary Teacher could not loosen. In one blinding flash she realized that the elemental savage must be met upon its own plane.

A rattan decorated with ribbons and used as a pointer hung near. The Primary Teacher grasped it, saying coldly, "Will you obey me, Timmy?"

The lad clung the more obstinately, and the next moment a swift, stinging blow fell upon his astonished legs, followed by several more.

"Will you go now?" repeated the Primary Teacher.

"Yes 'um," replied the lad meekly, and he walked out on the floor in a style which was beyond criticism.

"Now back to your seat."

The feat was repeated to her entire satisfaction. The Primary Teacher hung up her rattan and went calmly on with the afternoon program.

Timmy was immaculate as a pupil for the rest of the day. He looked at his teacher with a positive respect, and his whole attitude breathed a new spirit. A kind of heavenly calm brooded over the entire school, but in the Primary Teacher's mind was room for but one agonized thought: "I, who profess the Gospel of Love, have struck a child!"

The remainder of the week passed by smoothly. Timmy and his companions in evil were certainly behaving like little men, and the whole school atmosphere was simpler, sweeter, robbed of its lurking unrest. When Saturday came the Primary Teacher went to take tea with those leal friends, the Confirmed Growler and My Lady.

"My husband is in the Park by the stone bridge," said the little house-mother. "Don't you want to join him for a few moments and get the sunset? I have a caller whom I cannot leave."

The Primary Teacher strolled down the broad avenue where the maples were just gathering the coral of their fire. A faint, delicious green was creeping over bush and sod, and the hollows were golden with the Indian currant. A robin shrilled cheerily from a budding thicket, and over in the west was a drift of dove gray tinged with crimson—true ashes of the sunset rose.

The Confirmed Growler stood looking across the faintly murmuring waters to where a row of magnificent silver poplars lifted their spires against the west. He was paler than his wont, and there was a thoughtful sadness in his fine eyes.

"I am glad to see you, little friend," he said warmly, taking her hand. "What is the good word for this time?"

Before she realized it the Primary Teacher was pouring out her trouble of spirit.

The Confirmed Growler smiled. "I can enter into your feeling very fully," he said, "for this day for the first time in my life I have lifted up my hand against a child—and that child, my precious little daughter."

"Against Adelaide!" cried the Primary Teacher in amazement and horror. "Why, she is a perfect child."

"She is the most nearly perfect child I know," said the father fondly; "but with all her sweetness she has one or two characteristics which may warp that dear life of hers in future years if they are not corrected. In one or two respects she is the most determined, reckless little soul, doing persistently day after day certain forbidden things. I may be a man of theories, but I am enough of a father to realize my child's danger, and because I love her so deeply I can be hard with her for a season for her soul's good.

"Do you suppose I enjoyed the blow that reddened that dear little palm? I confess to you that I shut myself in my library and wept like a child. She did not weep. I had seriously explained the matter to her, and her great eyes looked into my very soul. Oh, could they not see the deep, deep love that was there for her? I heard her little foot-step lingering about my door, and I know my child will meet me tonight even more wholly mine."

"I had resolved to govern by love alone," said the Primary Teacher. "I utterly disbelieve in the use of the rod in my business. I have secured my end but my heart fails me."

"Let us look a moment at the psychology of it," said the Confirmed Growler cheerfully. "Is it not almost tritely true that to really help another soul we must meet it on its present level before we can draw it up to a higher one? There is in us all a trace of the original savage, which holds its own despite our better yearnings. Curiously enough it must be conquered before the higher elements can be satisfied

"It is just the old story of a subjection of the lower to the higher. We speak of fear as a low, hateful element. I am not sure but it is one of God's gracious angels. I am glad that I am afraid of so many things. When I see the ravages made among men by hatred, envy and greed, I am glad that my desire to stand well with the world makes me afraid to yield to them. I should not wish to trust myself



to even a moderate use of strong drink, and I am glad for the pain that comes with transgression. When my boy would meddle with the coals in the grate, and burned his hand, I pitied the afflicted member. I even bound it in cooling ointments, but I could not regret an experience which would save him from future danger. The Gospel of Love! why that is a very part of it. Does not God give us hardness in full measure in order that we may learn to obey his beneficent laws? Does not dear old George Herbert say something somewhere about 'Thy chastenings drive me to thy breast'?

"Don't be discouraged, Miss Primary Teacher; you have not blundered. You have stamped your influence upon that boy in spite of his badness. It was because of your faith and devotion that he rendered instant obedience after his whipping, quite as much as from any fear through your whipping. You simply completed the circuit. You have bound his experience with your own. There is no break now and I think he will walk with you.

"These happenings will be the exception with the good teacher as well as parent. To some they never come, for the world is surely climbing. But when the occasion presents itself live squarely up to it. Do not be afraid of the hardness of love if you are a lover of souls. But there comes my little girl; tea is ready."

Adelaide approached her father timidly, but with a world of unspoken regret and entreaty in her large eyes. The Confirmed Growler stooped and kissed the wistful face, then took the little palm, still reddened, in his own. The child clung eagerly to that loved hand, and the Primary Teacher saw her press her lips furtively to it. Her eloquent childish eyes never left his face.

"Oh may we hold our Father's hand through the long home-going as my child clings to mine," said the Confirmed Growler in low, tender tones, as they passed on under the last glow of rose and gold of the dying day.

THE END.

## THE INTERNATIONAL KINDERGARTEN UNION WAXES STRONG.

THIRD ANNUAL SESSION HELD FEBRUARY, 1898.

**W**HILE France was in fermentation over the trial of Emile Zola, while Spain sulked and drove to frenzy the justice-loving citizens of the world, while the United States was shaken to the center by the Maine disaster, the International Union of Kindergartners was holding a two days' conference in the peace-loving city of Philadelphia.

The Philadelphia conference was pledged to discuss the wisest nurture of little children, and may be looked upon as one of the germinal antidotes to the modern "confusion worse confounded," as recorded in our daily press. The kindergarten conference was vital and full of meat, the discussions were frank and charged with earnest conviction; the hall attendance was overflowing, and the air was pervaded with the spirit of warm and hearty reunions; the lines marked out to be traveled in the future by the union were substantial and fundamental; in short, the two days' session of the International Kindergarten Union was a success.

This earnest union of the kindergartners of our country, translated into words, may well read as follows:

Keep in step.

Move forward together.

The solidarity of our profession depends on concerted aims and ideals.

THE PRESIDENT.

Miss Lucy Wheelock has been honored with the presidency of the International Kindergarten Union for three successive years, and her faithful and intelligent service, as well as wise distribution of the work of the union, has been its stronghold. Vermont is the native state of Miss Wheelock, although her school days and educational work are

located in Boston. Shortly after her graduation from the Chauncey Hall School Miss Wheelock became interested in kindergarten work and attended a course of training, receiving her diploma from Elizabeth Peabody, the great mother of the movement. Miss Wheelock has conducted a private training school for kindergartners for more than a



LUCY WHEELOCK.

decade, and one need but witness the enthusiastic devotion of her students to know that her work in this line has been successful. "Miss Wheelock may be a little woman, but she is a big power in educational work." This remark was overheard in the Philadelphia audience, and called to mind the elements which constitute her bigness—broad culture,

wide social experience, a love of books and languages, and the general capacity for doing and saying the fitting thing on all occasions

Miss Wheelock presided at the opening meeting of the union February 18, attended on the platform by the officers and advisory board of the International Union: Miss Hallowell, of the Philadelphia Board of Education; the president of the Normal School Alumni, and the president of the Board of Education. The latter, Mr. Samuel B. Huey, gave a most cordial address of welcome, making a telling defense of Philadelphia against the implications that she is slow and non-progressive. He said:

"In educational matters Philadelphia has ever been conspicuous and foremost. As early as 1683 William Penn provided that schools should be established for the education of the young, and the founder of Pennsylvania had his ideas embodied in a charter school, opened in 1689, which is still in existence and doing an honorable work under the title of 'The William Penn Charter School.' As early as 1749 the University, which now bears so intimate and vital a relation to the educational work of this city and state, was founded at the suggestion of Benjamin Franklin. Today, as one of the four great universities of the land, it is a center to which national and international study and research are bringing fame and power."

Mr. Huey then took up briefly Philadelphia's share in the development of common schools, and spoke in detail concerning the history of the public kindergartens. He paid a high tribute to Miss Anna Hallowell, who organized the first kindergarten in this city in 1879, and said that from small beginnings Philadelphia had 122 kindergartens, attended by 5,964 children, with 196 teachers, maintained at a cost to the city in 1897 of \$98,172.88.

Prof. George H. Cliff, president of the Normal School, added his word of welcome, and the convention proceeded to the regular order of business. The roll call of the delegates and the responses to the same made up one of the most interesting exercises of the convention. Each dele-

gate arose and gave in brief summary the characteristics of the work which she represented. The reports were valuable to the professional kindergartners, as they revealed the progressive energy expended in abundance in all parts of the country.

#### MESSAGES FROM ABROAD.

Foreign letters were received from the following workers: Baroness Von Bülow, Dresden; Frl. Heerwart, Eisenach; Frau Henrietta Schrader, Berlin; Miss Annie Howe, Japan, and Mrs. Constance Mackenzie Durham of Santa Domingo. The letters of Miss Howe and Mrs. Durham were cordially received by the delegates.

The out-of-town delegates were entertained by the local committee with an informal lunch in the teachers' dining-room, in the upper story of the Normal School, the tables being decorated with handsome flowers and favors.

The St. Louis Froebel Society, as is its warm-hearted custom, sent a special greeting in the form of a card, on which was pictured the liberty bell and a three-stanza poem, written for this occasion by a member of the society. A souvenir flag and a bunch of violets was presented each guest.

Five great meetings were held in the palatial building of the Girls' Normal School.

The sociability of the delegates and attending guests was a tribute to the local committee, which succeeded in making everyone feel at home.

The national colors predominated in the decorations of the hall, and were provided by the courtesy of Mr. John Wanamaker. A bureau of information and also of registration were arranged for by the union on the same floor with the assembly hall, presided over by Rebecca Rigner of the Normal School.

It was estimated that forty of the leading cities of our country were represented at the Philadelphia meeting, some sending only one delegate, others parties as large as twenty.

Mrs. Mary E. Mumford, of the Philadelphia Board of

Education, opened the afternoon session with gracious greetings from the women and earnest mothers of the city. Mrs. Mumford is herself one of the typical mothers of our modern time, a woman of social and civic ideals as well as of broad culture and power. Her presence was an added grace to the congress.

When Miss Anna Williams stepped to the front of the platform she was greeted with hearty applause. A stranger in the audience said under breath: "Who is she?" A kindergartner replied, "She is head of the local committee and has engineered this whole business like a general." The audience of kindergartners fully appreciated Miss Williams' work in preparing for the meetings, as well as her professional place as supervisor of the public kindergartens of the hostess city. She spoke the keynote of the congress when she said: "*We may differ on many other matters, but we appreciate the value of the establishment of the kindergarten as a part of our educational system.*"

The special committee on kindergarten training classes presented a valuable report, which is the result of three years' earnest investigation of the subject, and as it is one of the most important reports ever presented to the union it is here printed in full. Mrs. Alice H. Putnam is the able chairman of this committee.

#### KINDERGARTEN TRAINING.

Nearly three years ago it was determined by this union to take such measures as were in its power to raise the standard of our training-class work. Many of the training schools then, as now, were private institutions; a comparatively small number were organically connected with the public school system, and but few were related to this union. These training schools are scattered from Maine to Florida, and from the Atlantic to the Pacific coast; and for these two reasons—their independent position, and the large area that they cover—it has been a delicate and difficult matter to gain the knowledge which this committee needed, or to offer the help which has often been asked. The only thing which at that time seemed feasible was to send out as suggestions to the training teacher who desired them, "recommendations" from this union concerning the

age and qualifications of applicants to this class, with suggestions also as to courses of study, length of time required, etc. Since that time many state and city normal schools have added kindergarten departments, and in some instances the courses of study have been lengthened to meet these "recommendations." To summarize very briefly the information gathered from over 150 letters and catalogues received pertaining to this matter, the work in special studies, psychology, literature, freehand drawing, vocal music, physical culture, etc., so far as we can learn, is mostly carried on in the training schools by specialists—in many cases by professors from universities near which the training school is located. Direct work in nature study is often in the hands of a specialist, and has come to vivify much that the student has gained in the high school almost entirely from books, instead of from a first-hand living experience with things.

We believe that music is beginning to take its rightful place in the training school, and voice training for speech, also; and that the songs now given to the children have greatly improved.

Child study occupies a prominent place in many programs, but there seem to be almost as many methods pursued as there are people engaged in it. If one may judge correctly from reports and catalogues, the plan in many places seems to be a "still hunt" for the spontaneous interests and instincts of the child, with a watchful care as to the coming in or the passing away of such interests, and their replacement by other states of thought and feeling. Many teachers also find that the act of recalling their own childhood aids them to interpret child life in general.

But there seems to be on the part of some teachers more of a desire to put the child through formal and conscious tests as to what he knows positively or negatively of the facts of form, color, number, position, direction, etc., etc. While we feel that this is perhaps less helpful than the other method, yet any plan which makes for a better knowledge of the child's world, from the child's point of view, cannot utterly fail.

Again, judging by reports, we feel the timeliness of Miss Blow's "Danger Signal" for the training teacher as well as for the kindergarten, lest we lose sight of the creative principle in the work, and give instead, what Carlyle calls a "codification of principles," which the student receives gladly, yet follows blindly long after she has passed her

novitiate. We believe that there are dynamic and scientific forces in education as well as the static or philosophic ones, and that these are continually unfolding. From the time the student enters the training class until she leaves it, we must endeavor to touch the primary and unmodified forces and energies of the individual, as well as the finite and modified developments.

While the outlook is in the main encouraging, it is nevertheless true that the rapid growth of the kindergarten idea is disclosing many inner weaknesses which hinder its organic growth and subject us also to outer criticism. "To what is near, we oft are blind," says Froebel; and is it not true that we are not equipped for the wise judgment and application of these principles until we are thoroughly aware that, whatever be the particular field of our study and knowledge, others, studying the same problems from other standpoints, are really completing our imperfect knowledge?

The question for each one, as training teacher, to answer is, "Am I willing to face these questions fairly and squarely, whether they come from within or without?" Are we taking home to ourselves individually and collectively as a rule of life, Froebel's great truth? He says: "A life whose ideal value has been *perfectly* established, never aims to serve as a model in form, but only in essence and in spirit. Only spiritual, striving, living perfection is to be held fast as an ideal; the outer manifestation, the form, should not be limited; . . . the ideal *is* mandatory with respect to the spirit and inner life, *never* with reference to outer form."

With these thoughts in mind, may not this committee bring before you for discussion some of the problems which have been forced upon us:

1. The growth of the new educational idea in public favor has brought into being many new kindergartens. This has made some provisional arrangement for extra help for the kindergarten director a necessity. In the larger cities, where there are training schools, this additional help frequently comes from those who are studying. In smaller places, however, the kindergartner immediately assumes the responsibility of training her own assistants, and frequently this follows close upon her graduation. She at once becomes a law unto herself and to others, without having had that most important factor—*time*—in which to assimilate the knowledge and to gain the experiences necessary for this branch of the work. It is not an infrequent



case that a young girl who has had no experience whatever in teaching adults finds herself in such a position; and the low salaries generally paid to kindergartners make it almost imperative, or at least very tempting, for her to assume this responsibility. We believe that many of the faults charged to the kindergarten are frequently the direct outcome of the immaturity of the teacher.

2. In places more or less isolated, it has happened that school authorities have more or less control of the work. Frequently the kindergartner is called from her room to substitute in grade work, leaving the children to assistants not yet qualified to direct them; this we believe is detrimental. Here, too, it happens that the standard and ideals of work proper to primary grades are expected of the kindergarten child, and he is drilled in the knowledge of the facts of number, form, color, to the exclusion of much opportunity for creativeness. Slowly but surely the fact is being borne in upon us by the new psychology, that knowledge of facts is not substantial faculty, and that the brain, unless hungering for truth to convert into use, in the long run disclaims such knowledge, or accepts it as a burden rather than a privilege. The old ideals affect the young training teacher, and she becomes as mechanical and inflexible and unpsychologic with her elder students as she has been with the children.

3. There is always a danger where one is shut out from the enthusiasm and incentives to study which come from a consensus of interests. One is apt to walk in a beaten path until it is worn into ruts. The isolated teacher may not know that even her own Alma Mater may have "built more stately mansions," and that the methods and devices at first found useful have been set aside for those which are more vital; yet she goes on "grafting and inoculating" her students with methods. She forgets, or else never learned, that even principles lose their force when given in this way, and that no work can be enduring which is stamped with a borrowed stamp, and that unless her work springs from her heart, vivified by her own free, growing thought, it must surely wither and perish. Although Froebel's principles have been presented to her in the most logical and philosophic manner, she is not prepared to become a training teacher until these principles have been coördinated with other presentations of truth and other forms of knowledge gained from other sources, and until she has herself ratified them in her own living experience. Until we, who

have had some of these experiences, present them to our students as Froebel says, "*within* the sphere of our own knowledge," our work is lamentably weak. "To have found one fourth of the answer by his own effort," says Froebel, "is of more value to the pupil than to hear it and half understand it in the words of another;" and the poet voices the same truth in the words:

It was better youth  
Should strive, through acts uncouth,  
Toward making, than repose on aught found made.

Nature has not one law of growth for the germ and another for the plant. She works continually, with no break from the least thing to the greatest. The teacher of today must explore the individual capacities and limitations of her students before she can reach them effectually.

There is a universal cry for applied science going up in all phases of life, and the demands of education offer no exception. Yet, as Dr. Hall has said, neither that which is conscious nor that which is instinctive can become the key or type by which to explain the other.

It has been the wish of this committee that there might be at each meeting of the International Kindergarten Union an especial conference of training teachers. This has been partially provided for, but we would respectfully offer the following suggestions, believing that they would make such conferences more helpful:

1. That we form within this International Kindergarten Union a national organization of training teachers (this would bear the same relation to the International Kindergarten Union that the Department of Superintendence does to the N. E. A).

2. That this body have at least two full sessions, morning and afternoon, at the annual meeting, to discuss its problems with closed doors (to all but members).

3. That any member may suggest one or more topics for discussion to a committee appointed to receive them, this committee to select such questions as are most generally asked for; all questions to be in the hands of the committee at least one month before the meeting, that notice of such topics as are chosen may be sent to the members before coming together.

4. That a minority report should always receive respectful attention.

Your committee feels that some such arrangement would bring us to a better understanding of each other's stand-

point, and out of it would come mutual sympathy and strength.

Miss Susan Blow opened the discussion of this report, vigorously urging that Froebel literature should be studied first-hand, and should be the chief study of the normal student; that psychology be a regular study in all training classes, and be conducted by the training teacher herself if possible, rather than by specialists. Miss Blow made the statement that kindergartners as a class need broader culture.

Dr. Jenny B. Merrill pointed out the danger of inexperienced kindergartners taking up the work of training others. Mrs. Kraus-Boelte, who was cordially welcomed by the audience, expressed as her conviction that students in training should not be given direct charge of children before finishing the course. Miss Elizabeth Harrison urged a more consecrated study of the Mother-Play Book.

#### COLOR SYSTEM OF TEACHING MUSIC

was the closing paper of the session, presented by Prof. Daniel Batchellor, of Philadelphia. The paper was full of suggestion, as it was shown that each tone of the scale produces its own individual impression upon the mind, and by virtue of this the trained ear can distinguish the tones as certainly as the trained eye can tell the colors. The interesting discovery that the mental impression of each color coincides with the mental impression of the corresponding tone of the scale gives the hint as to the best way of training the musical sense of children in the kindergarten. The colors of the spectrum and the tones of the musical scale, being but two forms of the same emotional language, reinforce the meaning of each other.

Professor Batchellor claimed that music teaching in the kindergarten could be made interesting play to the children, and as full of symbolism as any of the gifts and occupations. The first thing to do is to awaken a vital response in the children by means of rhythmic clapping of hands, tapping of feet, marching, etc.; then to imitate various ani-

mal cries, which should be idealized, passing on finally to the sound of church bells. They should be taught to sing the "do" bell, and the clear answer of the "so" bell, this being the great tuning interval of nature. Next they should produce the sweet, calm third, "me," which completes the common chord.

The speaker then showed how through the gifts the color symbols could be taken up. Numbers of simple melodies can be constructed, and the children kept to the colors and tones of the common chord until the sense of harmony is firmly established. The other tones and colors are then added in their order until the scale is complete.

The Friday evening session was open to the public, Dr. Edward Brooks, the superintendent of Philadelphia public schools, giving the address of welcome.

DR. NICHOLAS MURRAY BUTLER,  
of Columbia College, gave an address on "The Meaning of Infancy and Education." Dr. Butler gave a comprehensive survey of the entire field of education from the evolutionary standpoint, holding the little child as a Darwinian product.

DR. LYMAN ABBOTT,  
of Brooklyn, took occasion to differ with Dr. Butler on this point, and then proceeded to give a warm-hearted statement of what constitutes the "Religion in the Kindergarten."

In the whole of his discourse Dr. Abbott spoke of religion in its broadest and widest sense. "Without it," he said, "education is nothing. It must be the mainspring of the teacher's work. Reading the Scriptures or singing a hymn at the opening exercises did not necessarily mean religion, nor the absence of these exercises irreligion. Speaking more particularly of the child, he said, whatever it is to be depends upon the training it may have in the first four years of its life rather than during any subsequent period of its life. A well-ordered brain is like a well-ordered desk. A good memory is a trained memory that has facts assorted. A little child does not discriminate between good and bad, it is innocently irreverent, and to educate the child means

to train its whole nature, its physical and mental natures no less than its moral nature. No teaching is of any value that is not trained teaching. Merely teaching a child does not make it go the right way. It must be trained to right action, mentally, physically and spiritually.

"A child must be trained to use its nature aright and develop with it a certain degree of power; nothing less than this is education. That is religion," said Dr. Abbott; "power to become the sons of God. Not equipped merely with certain truths, but with power in every function. To be able to discern the truth and reality behind every shadow. Leave this element out and it is not worthy the name. This spiritual quality is the art of teaching."

Continuing, Dr. Abbott said: "You cannot divide a child into sections and educate him piecemeal, passing each part around to different educators. Religion is the art of living. The aim of all educators should be to teach a child to know how to live and to give him the power to live. The education that leaves the spiritual part out leaves the life out. You cannot lay the foundations of character in one place and clothe with life in another."

Dr. Abbott said that children study the same theological thoughts that their elders do, and he illustrated this with a number of graphic word pictures of the perplexities of childhood, and compared them with like perplexities assailing the more mature mind. The speaker paid a warm tribute to the memory of Miss Frances E. Willard, who, he said, whatever extreme views she may have held, saw clearly what the home meant. "She was a pure woman," said Dr. Abbott, "and she was strong because she appealed to the highest and purest standards of life. This, then, is education," said Dr. Abbott, in conclusion, "to put the life of God in the soul of man."

#### BUSINESS MEETING.

Saturday morning was reserved for a closed session, at which the business of the union was called for. The committee on nominations consisted of Miss Fanniebelle Curtis,

Brooklyn; Mrs. M. L. Van Kirk, Philadelphia; Miss Lucy H. Symonds, Boston. This committee recommended the following officers, who were elected for the ensuing year: Miss Lucy Wheelock, Boston, president; Miss Mary C. McCulloch, St. Louis, first vice president; Miss Anna E. Bryan, Chicago, second vice president; Miss Annie E. Laws, Cincinnati, recording secretary; Miss Caroline T. Haven, New York, corresponding secretary and treasurer; Mrs. Mary B. Page, Chicago, auditor.

The committee on resolutions was appointed as follows: Mrs. Mary B. Page, Chicago; Mrs. M. B. Langzettell, Brooklyn; Miss Mary A. Runyan, New York.

Resolutions were offered by this committee, expressing great appreciation of all that had been done by those who had contributed in special ways to the success of the convention, including the Board of Public Education and the Normal School committee for the use of the Normal school building; Miss Anna W. Williams and Miss C. Geraldine O'Grady, of the local committee of arrangements; the local press for full and accurate reports of the convention; John Wanamaker for decorations; the St. Louis Froebel Society for graceful greeting, and the officers of the executive board for zealous efforts in the interest of the convention.

#### MEETING OF 1899 AT CINCINNATI.

The committee on time and place for the next meeting, consisting of Miss Mary McCulloch, St. Louis; Miss Alice E. Fitts, Brooklyn; Miss S. A. Stewart, Philadelphia, reported in favor of Cincinnati. Invitations had been forwarded by Utah, Chicago, and Detroit, while Grand Rapids extended the invitation for 1900.

Miss Laws received many congratulations on the decision in favor of Cincinnati for the next place of meeting.

The committee on publications stands for the coming year as follows: Miss L. B. Pingree, Boston; Miss Annie Laws, Cincinnati; Mrs. J. N. Crouse, Chicago.

The secretary's and treasurer's reports, as presented, showed thirty-eight branches and twenty-five individual members in the I. K. U., and \$405.29 in its treasury.

The music committee of the I. K. U. presented a report of importance, through the chairman, Miss Mari R. Hofer. Miss Hofer cited Froebel and Wagner as the models for permanent inspiration to kindergartners. She said:

"There is probably no class of workers better prepared to understand music in its higher bearings upon education than the kindergartner. She has thoroughly assimilated the philosophy of the creative and, in her everyday work with the children, its emotional significance and æsthetic value.

"While the immediate preparation of the kindergartner is a course of good kindergarten songs, they are only the tiny seed germs destined to branch and fruit into larger experiences. The most conscientious class work offered by our training schools can only hint at the vocal and musical reconstruction which, in most cases, is a work of years, instead of one year. After the stress of the first few years of training and practice are over, every kindergartner should consider some course of individual music study.

"The teacher needs to have a better understanding of the meaning and function of music. She should be musically sensitive, with voice and ear cultivated. She should listen to good music, and come in close touch with Beethoven and Wagner. The sensing of tone and its qualities, and the study of tone and its qualities, should not be neglected.

"Pretty tunes and rhymes may be the spirit of our times, but in following along these lines without modification are we not guilty of offering to the children the weakest instead of the strongest food they are capable of receiving? The little child absorbs in one sitting the song, the melody, the incident, the moods, correct intervals, rhythm and harmony impressions—all these are imprinted as by a process of instantaneous photography upon a sensitive plate.

"An idea which is coming with considerable force to the minds of the experienced is that it is not necessary that children sing all the time that they may be musically impressed, nor is it necessary to sing about everything. The work of the kindergartner is not even to stimulate the children to sing, but to present to them such musical food that

song will, in due time, be a natural reactionary result. Too early specializing or training in music must tend toward self-consciousness, and the danger of fixed vocal habits. Few adults are free from vocal consciousness; this is the reason for the rarity of natural and fluent singers.

"Rhythm and story long precede tone or melody in what might be termed the monotone period before the assertion of pitch is manifest. In musical children this is usually ended in the third or fourth year. With others less musical, or through disease, it may extend through life. The sense of melody or time usually manifests itself in the third or fourth year, although many examples of musical precocity show melody appreciation much earlier. The shallow and superficial results of musical precocity, as well as precocity in other directions, suggest a caution in the matter of expecting too early formulated results from children."

Referring to the use of the piano in the kindergarten, the report said that the use of the instrument for interpreting to the child pure music during quiet periods should be encouraged. Here is the opportunity to bring to the children sketches and appropriate selections emphasizing some previous experiences. The habit of listening is soon established when the children learn to expect something from the piano beside mere noise."

The report of the music committee was discussed by Miss Alice Fitts, Mrs. Kraus-Boelte, Miss Runyon, Miss Anna Bryan.

#### A SYMBOLIC DREAM.

At the close of this session the president announced that Miss Blow wished to say a few words.

Miss Blow stepped to the platform and related a dream which she had had the previous night. She dreamed that she was in a bewildering accident somewhere in Scotland; that the darkness and fog blinded her and added distress and difficulty to all her efforts to bring the terrified children to their mothers. She told how she worked and struggled against these insurmountable difficulties, and finally sank exhausted, saying to the Scotchwomen near her: "I have



done the best I could, have I not?" A woman answered: "Nay, be faith; but the mother would have done the impossible."

Miss Blow's dream touched every kindergartner's heart, and Mrs. Meleny, of New York, arose and appropriately made the proposition that a mother's department be added to the International Kindergarten Union.

MISS SUSAN E. BLOW

presented the paper on "Practical Problems in the Kindergarten," and those who heard the paper came to the just conclusion that there is but one problem, and that is: "What is your psychologic foundation?"

Miss Blow's address was a comparison of Froebellian and Herbartian methods. She said: "At first sight there seem many points of agreement between Froebel and Herbart. Both insist upon character as the goal of education; both aim to stimulate coöperative activity; both accept the parallel between the development of the individual and the race; both believe in what is now called the articulation of knowledge into a systematic unity. If Herbart insists upon such a fusion of the elements of knowledge as shall insure unity of consciousness, Froebel seems no less explicit in his motto, *unrelated, uneducated*. Underneath these partly real and partly seeming resemblances between the two educators there is, however, a gulf of difference which no bridge can span. This difference becomes apparent when we study the practical outcome of the two points of view." Miss Blow then illustrated in detail the concentric exercises characteristic of the Herbartian educators, and contrasted with them the practical procedure of Froebel. In conclusion she said:

"The assumption of the Herbartian method is that the educator is a builder, and the character of the child something to be built. Great moral energy, it declares, is the effect of entire scenes and unbroken thought masses. Let us build up these thought masses in the child and they will build him; let us organize wholes of knowledge, and they will not only make the child whole, but by their activity overcome the original passivity of his soul. In direct con-

trast to this ideal, which in its last analysis is one of pouring *into* the child, is Froebel's idea of getting the child to pour *out* himself. Froebel never winds thought around some arbitrarily chosen center; he assists thought to unwind itself. He does not believe that the educator is a builder and the child something to be built. He knows that the child is a self-builder, and that the true duty of elementary education is to guide and develop creative activity; hence the characteristic feature of the kindergarten is that it abets the effect toward self-expression. Through self-expression comes self-knowledge and self-mastery."

DR. WITMER'S ADDRESS.

Dr. Lightner Witmer said that he proposed to show that the kindergarten was really a psychological laboratory, however much these two human institutions might differ in apparent purpose; and, secondly, he hoped to offer a few suggestions which would tend to make more efficient that part of the work of the kindergarten teacher by virtue of which she might justly be called an experimental psychologist.

An experiment, he maintained, was merely a test or trice; a psychological experiment is a test or trice of the operations of the human mind. Every human being is an experimental psychologist, because he will not only accept what life brings him, but will try to modify his environment, and will observe whether such modifications have a favorable or unfavorable effect upon him. To experiment is to act with the purpose of knowing better the conditions under which the mind reacts to the environment. This, the speaker maintained, was the essence of the kindergarten as given by Froebel himself, who believed that the kindergarten ought to supply the child with experience of his own, with the experience of other children, and with the richer and riper experience of the teacher.

Dr. Witmer then suggested the importance of an accurate and complete record of the characteristics of every child. He showed what such record should comprise, and maintained that it would be of the greatest service. He then referred to the collection of accurate statistics based upon exact measurement. He said that these could be best ob-

tained where the kindergarten constituted a school of practice in connection with a normal school, as at the Philadelphia Normal School, or where a kindergarten was conducted as part of a department of psychology, as was done last summer at the meeting of the Extension Society in the kindergarten conducted by Miss Williams, the present assistant superintendent, of Philadelphia.

#### THE CLOSING ADDRESS.

Mr. James L. Hughes, inspector of schools of Toronto, delivered the closing address upon "Froebel as a Philosopher." He began by saying that "Froebel has been regarded by many teachers as merely an enthusiastic dreamer whose educational practices were the expression of intuitionist feeling, and not the result of sound, well considered psychological reasoning. Even among his disciples there have been some who have given him little credit as a philosopher. He had truly wonderful power of insight; he was one of those gifted prophet souls whose spiritual eyes are opened to behold new revelations of truth in advance of their age; but he was a careful thinker, and a profound philosopher as well as a seer. His discovery power was unusually strong and definite, but his practical application of his discoveries proved him to be a clear and accurate thinker."

Continuing, Mr. Hughes said:

No one but a philosopher could have revealed in operation so perfect a law as Froebel's law of self-activity. It is so comprehensive a law that comparatively few yet fully understand its central element of philosophical truth. Many of the exponents of Froebel's principles fail to distinguish between the child activity advocated by Comenius and Pestalozzi, and that revealed by Froebel. The highest ideal of child activity given by his predecessors was responsive activity; activity of the child in response to the suggestion or direction of its guides, or in imitation of their actions. Unfortunately this is the ideal too commonly held even yet in regard to self-activity.

Froebel recognized the divinity of the child's selfhood so clearly that he made the evolution of a greater selfhood the central thought in the development of each individual child. He taught not only that "children learn to do by doing," but that selfhood develops by the creative exercise of selfhood. He planned a system, therefore, that requires from the child not only the use of its directive and operative powers, but the free and complete exercise of its origina-

powers. No other single educational discovery has made so complete a revolution in teaching processes as Froebel's law of self-activity where it is fully understood.

Dr. Harris says: "Pestalozzi is only the prophet or herald of educational philosophy; Froebel is the philosopher of education."

Dr. Stanley Hall says: "Froebel's philosophy of education is to me, on the whole, the best we have, in that it brings out more elements and gives them a truer proportion."

Dr. Harris says: "Froebel is the educational reformer who has done more than all the rest to make valid, in education, what the Germans call the developing method."

Froebel revealed the importance of the early training of the sensations and emotions. He originated a system of education that gives the child experiences which form a correct basis for its moral unfolding and ethical culture in later years. He made the true evolution of feeling the foundation of intellectual development, and the basis of will training and character force. Dr. Harris says of this phase of his training: "Froebel sees better than other educators the true means of educating the feelings, and especially the religious feelings;" and Dr. Stanley Hall says of Froebel's idea: "It is a great thought that now dominates psychology."

The philosophy of Froebel's Mother-Play is the most profound and far-reaching philosophy of childhood yet given to humanity. Every department of the child's physical, intellectual, and spiritual nature seems to have been clearly understood by the great philosopher in its relationship to all the other departments, and to nature and God.

Take from the best systems of education of today the elements that are directly due to Froebel—the law of self-activity; the early training of the feelings; the need of apperceptive centers of thought in the head and of emotion in the heart, and the processes by which both are to be naturally developed and increased; the law of evolution, with the included ideals of related periods of development, epochs of culture, and nascent periods; the ideal that play is an essential element in scholastic life, the best known type of true self-activity, a great source of development of body, brain, and spiritual power; the new nature study; and the law of unity including correlation of studies, the harmony between control and spontaneity, the real unity between individualism and socialism, and the ultimate ideal of all true education, the community of humanity as inter-

related, interdependent individuals,—and there will be nothing left in them of real value.

The *Philadelphia Enquirer* published the following editorial welcome to the kindergartners in its issue of February 18:

"No better evidence can be given of the strong hold which the kindergarten has upon the school systems of the country than in the great convention which is to begin its two days' session at the Normal School this morning. It seems only yesterday that the first public kindergarten was a novelty, and yet today Philadelphia is spending annually nearly a hundred thousand dollars upon these schools, and has nearly six thousand children in attendance upon them. It is entirely proper that in Philadelphia, where there are more kindergartens than in any other city in the country, the International Kindergarten Union should hold its annual meeting. There is a special fitness, too, in the circumstance that the building in which the convention is to meet is the Philadelphia Normal School, which has more than a local fame for the quality of the graduates of its kindergarten course. Philadelphia has won distinction as a convention city, whose guests are received cordially and treated royally. We are confident that the kindergartners of our own country, to say nothing of the foreign guests on this occasion, will find themselves hospitably received and entertained, and we trust they will carry away with them delightful memories of the 'City of Brotherly Love.'"

The large number of delegates from the West was frequently commented upon. Salt Lake City sent her delegate the longest distance.

It was a pleasure to see Miss Sarah Stewart in the midst of this successful convention, of which she has been one of the *raison d'être*.

#### TO THE I. K. U. AT PHILADELPHIA.

IDA M. RICHESON.

(Sent as greeting from the St. Louis Froebel Society.)

What the Nation clamored for, This, too, was the watchword  
 Ere it heard the toll Of our loyal Froebel—Yea!  
 Of that bell in Seventy-six Freedom through obedience,  
 Was—freedom of the soul. We reverberate today.

Bell of Liberty—we claim thee,  
 Grand memento of the past,  
 Philadelphia's proud possession,  
 Freedom's herald! to the last!

## MOTHER-PLAY BOOK STUDY QUESTIONS.\*

### THIRD SERIES. VIII.

SUSAN E. BLOW.

#### *Lesson of the Charcoal Burner.*

2195. What is the point of contact between the Light Songs and the Charcoal Burner?

2196. Develop Froebel's statement that the eye is a mediator between man's inner being and the spiritual world.

2197. Explain how the hand mediates between man's inner being and the material world.

2198. Explain how it mediates between sense-perception and the higher forms of thought.

2199. What spiritual power is presupposed in the transformation of natural objects?

2200. Relate what Dr. Harris says on this subject. (See Psychologic Foundations of Education. Appleton's International Educational Series, Vol. XXXVII page 307.)

2201. How does the child first show that he recognizes in the objects around him *ideal* possibilities?

2202. Indicate the ascent from destructiveness to true creative activity.

2203. What intellectual results flow from the exercise of creative activity?

2204. What moral results?

2205. What are the varied forms of creative activity to which Froebel appeals in his gifts?

2206. What are the educational effects of the gifts?

2207. Can these results be reached if the kindergartner *dictates* all gift exercises?

2208. Are they furthered by calling on the child to illustrate subjects chosen by the kindergartner?

\*Contributors to this department are requested to write each question in full with its number, followed by the answer. Also to place name and address at the top of each page of manuscript, the same to be carefully numbered. Also to fold the manuscript for mailing, instead of rolling it.—EDITOR.

2209. Is the object of the kindergarten gifts to encourage the child to *express his own* ideas?

2210. Should *all* gift exercises be inventive?

2211. Should there *never* be dictated or illustrative exercises?

2212. By what test can you determine whether you are using Froebel's material in Froebel's spirit?

2213. What does Froebel say in the Commentary to the Charcoal Burner about the use of the hand?

2214. What does he say of the respect due to those who work with their hands?

2215. Can you cite from Carlyle any passages on this subject?

2216. Have you thought of the effect of machinery upon the hand worker?

2217. What is your solution of the problem.

2218. In what ways does the kindergarten contribute to this solution?

2219. What great principle is attacked by the man who insists on his share of the world's goods and shirks his part of the world's work?

2220. Quote a few of Froebel's allusions to this principle.

2221. Describe the several parts of the picture illustrating the Charcoal Burner.

2222. Write out any conversation you may have had in your kindergarten about this picture.

2223. Name as many as possible of the industries and arts in which charcoal is useful.

2224. Has it occurred to you that the principle of *mediation* illustrated in the Charcoal Burner is thrown into yet stronger relief in the two following songs?

2225. What do you understand by mediation?

2226. What is the highest reach of this principle?

Answers to questions crowded out by I. K. U. report.

## CURRENT WORK—NEWS—REPORTS.

**A Kindergarten Evening with Frances E. Willard.**—December 31, 1890. Our cozy household, five Hofers, Hester Stowe and myself, were guests at Mrs. Caroline Whiteley's beautiful home in Evanston. On that never-to-be-forgotten afternoon and evening Miss Frances Willard, her home family at Rest Cottage and co-workers were with us. Miss Willard was in her happiest, freest mood. Seated in a large easy-chair she gathered my kindergarten girls about her, sitting on the floor with their heads in her lap or against her chair, their hands clasping hers, she caressed and talked to them as though they were so many kittens. The rest of the group of elders completed an outer circle. In the gathering twilight, around the open fire, we talked of our hopes and aspirations, work and education. Then Miss Willard said: "Oh, tell us something more of your work; for example, how you teach religion in the kindergarten." One of us showed how we lead up to the Christmas thought, and then told the Christ-Child story. In the intense silence that followed Mari Hofer's sweet voice sang softly, "Silent Night, Holy Night." Miss Willard wiped the tears from her eyes, tears of joy and loving sympathy, as she said, "That is an ideal way of giving the Christ love to us all," and then added those memorable words: "How far greater than I is one earnest, true kindergartner."—*Lucretia Willard Treat.*

**Just Recognition.**—The editor of *Educational Review* makes the following just comment on Professor Münsterberg's able article in the February *Atlantic*: "No more virile and refreshing paper has appeared in some time than that by Professor Münsterberg, director of the psychological laboratory at Harvard University, which was printed in the *Atlantic Monthly* for February. Professor Münsterberg's paper is entitled 'The Danger from Experimental Psychology,' and it is addressed to teachers who have been led to believe that, in some way or other, a basis of educational theory and a criterion of educational method can be furnished by the measurements now so generally and so properly in progress in the psychological laboratories. Sober students of education have been pointing out for some time past the illusory character of the belief that somehow these laboratory measurements could be applied in the technique of schoolroom work; and we have been waiting to see some one step out from the ranks of the psychologists and call attention to the utterly unphilosophical and unscientific character of this assumption. Professor Münsterberg has performed this service in a masterly manner, and while the representatives of the other view may wriggle a little in his powerful grasp, they will find that their occupation and influence are gone. Professor Münsterberg's stand is not a new one, for he expressed the same opinions three years ago in a notable address before the Massachusetts Schoolmasters' Club. But he now appeals to a much wider audience, and is able to illustrate his argument by reference to a recently published book on psychology that may fairly be described as atrocious, having regard solely to its absolute defiance of logic and scientific method. Professor Münsterberg has no difficulty in showing that the claim of this book to expound a new science is a mere juggling with words, and that its attitude toward both psychology and



education is dangerous. It is indeed helpful to read the words of a leader of modern psychological investigation when he brushes aside all subterfuge and says, 'I have never measured a psychical fact, I have never heard that anybody has measured a psychical fact, I do not believe that in centuries to come a psychical fact will ever be measured.

. . . The time we measure is not the time of the primary mental experience, but the time of physical processes into which we project our mental states. . . . We can say that, whenever psychical facts have been measured, either physical facts were substituted, as in our most modern tendencies, or psychical facts themselves were falsely thought after the analogy with physical objects."

**The Boys' and Girls' Building.**—The accepted plan of the Boys' and Girls' building for the Trans-Mississippi and International Exposition at Omaha, June to November, 1898, is given as the frontispiece of this number of the KINDERGARTEN MAGAZINE. The ground plan of the building is in the form of the letter T, the stem of the letter forming the rear portion of the building. The main portion of the structure is designed to be 100 feet in width, and fifty feet in depth. The stem, as at present contemplated, will run back fifty feet, but may be extended indefinitely as the occasion may require. The building is well proportioned, but no attempt will be made at elaborate decoration. Across the front of the main portion of the building will extend a broad portico with tall columns, and from this entrance will be had to a large hall, 50x50 feet. Up under the "clere story" will be a broad balcony commanding a full view of this main room, with stairs leading to it from two sides. In each of the four corners of the main portion will be a room 25x19 feet in size. One of these will be set apart for the girls and another for the boys. The mothers will have the use of the third and the fourth will be devoted to an exhibit showing a model nursery. The rear portion of the building, the stem of the T, will be arranged as a creche, where children will be taken care of while their mothers enjoy the beauties of the exposition. This room will be 50x50 feet in size and will be fitted with every convenience for caring for the little tots. In one of the ells formed by the "stem" will be constructed a shallow pond, where the little fellows may wade and paddle to their hearts' content, under the watchful eye of a vigilant attendant. On the opposite side, in the other ell, will be a number of sandpiles, where the little ones may build sand houses. A part of the exterior decoration of the building will be a handsome balustrade, extending around the cornice. This will be surmounted by figures of cherubs supporting staffs, from which will be suspended appropriate banners. It is estimated that the building will cost about \$5,000, and this amount is to be raised among the children of the trans-Mississippi region.

THE February meeting of the Kraus Alumni Kindergarten Association was held on Saturday, the 26th inst., at the hotel San Remo, New York. After the regular business of the morning had been transacted, Miss Florence, the chairman for the day, asked for reports from Mrs. Maria Kraus-Boelte and Mrs. Clarence Meleney, who had represented the association at the International Kindergarten Convention in Philadelphia. Both delegates gave a full report, and told of the pleasure they had experienced in meeting old and new friends, of the inspiration to be gained from so many bright and intelligent minds all working for the same great cause, and of the generous hospitality so delightfully extended by the people of Philadelphia to the visiting kindergartners. Several members of the association who had attended the convention in

an unofficial capacity told their impressions, and all agreed that the trip to Philadelphia had already brought its own reward in a deeper sympathy, a truer understanding, and a wider knowledge of and with the work which is being done in each one of the sister states of our great union. Miss Mary McCulloch, of St. Louis, who was present as the guest of the association, was then asked to say a few words. Miss McCulloch brought a hearty greeting from St. Louis, and after referring to the convention, closed her remarks by telling the story of "a pussy willow." The paper for the morning was then read by Mrs. Maria Kraus-Boelte, the permanent chairman of the association, entitled, "True Thought on Froebel's Mother Songs."—*Cora Webb Peel, Secretary.*

ELIZABETH PEABODY HOUSE of Boston sends out its second annual report, and we select the following paragraphs from the able resumé of the work as presented by Miss Wheelock, the secretary. "The plan of this settlement is somewhat different from that of the college settlement, in that the kindergarten is made the center of all the work, and through the kindergarten the interest radiates into the home. . . . 'The way to mend a bad world,' says Emerson, 'is to create a good one.' The kindergarten settlement at Chambers street, planted in the midst of a teeming population, strives to fulfill its mission of creating a good world by gathering in the children and youth, and letting them grow for a few hours daily in an atmosphere of peace and good will. It aims, through the children and the natural relations established with its neighbors, to present the living example of an ideal home, and so to make all the homes within its circle of influence brighter and better. The foundations of this house have been laid, but there is yet much building to be done. President Dwight well says that 'the law of all growing life is that it continually asks for more. When the asking ceases, the life begins to decline and decay.'" The present resident in charge is Miss Caroline M. Dresser, and the members of the household, Arabella B. Rose, Mabel W. Williams, Minnie B. Tobey, Helen Bennett.

It is to be noted that most intelligent persons have instinctively or experimentally found out that kindergartners and primary teachers need the teaching spirit to a very prominent degree, and there is, therefore, a growing sentiment that this class of teachers must at least have special endowment and noted characteristics to a degree that is not commonly possessed. For these classes of teachers the ranking of the three factors is reversed; spirit being first, experience second, and knowledge third, and all thoughtful students of good school work quite generally approve. It is not true that scholarship is, therefore, little valued because it is not placed first, but because the teacher, deficient in this genuine spirit of humanity, is known to be incompetent, and not prepared by either nature or development to do the work regarded as essential to the real welfare of children under tuition.—*From "How Child Study Affects Teachers," by Homer H. Seerley.*

**Western Drawing Teachers.**—The fifth annual meeting of the Western Drawing Teachers' Association will be held in Detroit, Mich., May 4 to 6. The executive committee anticipates a large attendance from territory outside of Detroit, and several railroads have already given notice of excursion rates. One of the most important features of the meeting will be a series of Round Table discussions under able conductors, upon such topics as "The Child Study Movement and Art Education," "Art in the School Room Environment," "Methods and Mediums in the Grades," "Educational Value of Exhibits," etc. An-

other important feature of the occasion will be a large exhibit of pupils' drawings, covering several thousand square feet of wall space, and representing the leading cities of the West. Plans are also maturing for an exhibition of pictures, casts and other objects suitable for the promotion of schoolroom art.

**The Hawley-Hennessey Home School.**—Believing that the ideal family life is a very essential factor in a child's education, and that a country environment is to be desired, Mr. and Mrs. Hennessey, formerly of Chicago, have established their home and school at La Porte, Ind., where they will receive a limited number of children between the ages of one and twelve years. La Porte is on a ridge nearly 300 feet above Lake Michigan, and is surrounded by a series of picturesque little lakes, which give to this vicinity the beauty and pleasures of the water, both summer and winter. Here in a large, sunny house, situated on a well fruited and shaded knoll, the children drink in the fresh air, sunshine and freedom of the country. Every pupil becomes at once a member of the household, getting and giving according to his needs and ability, in the true spirit of mutual helpfulness.

**Question.**—Can some one tell me whether or not Froebel used any weaving similar to our present system of weaving mats? Where can an account of it be found, if he did? Was Mrs. Hailmann the originator of the present system of weaving mats? If not, who was? Would not a history of the beginning and subsequent development of kindergarten weaving prove very interesting if some one is well enough posted to write it?—C. S.

In Miss Heerwart's handbook, called "Froebel's Theory and Practice," will be found an account of the origin and classification of the Froebel gifts and occupations. Miss Heerwart makes a special point of discriminating between the handwork as originally designed by Froebel, and that which was developed later. (Published by Charles & Dible, London.)

Two young women of Colorado, noticing the avidity with which visitors, and especially such visitors as were children, collected and took away minerals as mementoes, started putting up what they termed educational collections. The simplest was a cardboard box containing such well-known rocks in the form of small specimens as granite quartz, feldspar, mica, galena or lead ore, malachite or green copper ore, pyrites or fool's gold, Mexican onyx and steatite or soapstone and marble. With each specimen was a little card giving the popular name or names, the scientific name, the composition, the hardness and other interesting facts. For older children there was a collection of twenty-five, beyond that one of fifty and one of one hundred and one of two hundred.

In December, 1897, the kindergartners of New Orleans met to consider the organization of a kindergarten club. In January the second meeting was held, a constitution and by-laws were adopted and officers elected. Miss Katharine Hardy was made president; Miss White, first vice president; Mrs. J. E. Seaman, second vice president; Miss C. A. Oakley, recording secretary; Miss Esther Marks, corresponding secretary, and Miss Margaret Young, treasurer. The club meets monthly, the topics for discussion this year being: February, Child Study in the Kindergarten; March, The Kindergarten Program; April, Nature Study in the Kindergarten; May, Children's Literature; June, Music in the Kindergarten.

At the Pittsburg meeting of school principals, March 18 and 19, the Pittsburg and Allegheny Free Kindergarten Association sent delegates to urge the principals not to establish kindergartens in the public schools as freely as the present law allows. The association claims, first, that the people of the state are not yet ready to take up kindergarten work as it should be. Again, as it requires years of training to be a successful kindergartner, and as the supply is at present limited, the establishment of more schools would result in lowering the grade of teachers, and hence the character of the work obtained.

**A Correction.**—Dear Editor: In your most delightful article on Duluth in the January number, you make a misstatement which I thought you might like to correct. The home of the whaleback is not Duluth at all. The shipyards and docks are all in West Superior, Wis., where every whaleback, including the "Christopher Columbus," has been built and launched, the latter boat having its winter quarters there now. My kindergarten in West Superior was largely composed of the children of the ship-builders, and we were close to the shipyards.—*Charlotte S. Martindell.*

THE Civic Club, of Philadelphia, has an active educational department, which is distinctly practical in its workings. At a recent meeting an address was given by Mrs. Addis, who is connected with the work of the Ancoats Museum at Manchester, England. She spoke of color study in the museum, which is situated in the center of the slums of Manchester, and therefore its work reaches the poorest classes. Great picture exhibitions are frequently held in the museum, and this is supplemented by lending pictures to the schools.

MISS ELSIE BALL, of Birmingham, England, who is a graduate of Miss Bishop's training school for kindergartners, spent the past winter in this country and stayed several weeks in Chicago inspecting the social settlement and kindergarten work of the city. Miss Bishop's school is to our knowledge the only Pestalozzi-Froebel institution in Great Britain, and is a private school carrying the children up to twelve years, and training the young women in the full kindergarten course. Miss Emily Last is the co-worker of Miss Bishop.

THE University of Chicago and the Board of Education, coöperating with Hull House, gave the following course of free lectures, illustrated, in the Goodrich school, West Taylor street, between Halsted street and Blue Island avenue, every Thursday evening, beginning at eight o'clock: Palestine, Prof. Shailer Matthews, March 3; A Jaunt Through Spain and Morocco, Prof. Geo. E. Vincent, March 10; A Ramble in Rome, Frederick W. Shipley, March 17; Castles and Castle Dwellers of the Middle Ages, Prof. Shailer Matthews, March 24.

MISS FANNIEBELLE CURTIS, supervisor of public kindergartens of Brooklyn, N. Y., sailed for Naples in March for five months' rest and recreation. Miss Curtis is one of the staunch, substantial workers who is to be counted upon for great things in the future of the American kindergarten movement. She is intuitional and social, both of which qualities are desirable ingredients in the chemical compound known as kindergartner. Miss Curtis will visit educational points of interest on the continent. *Bon voyage.*

MISS EVA HOOPER, "Kindergarten Mistress" of Pond House School, London, is the first kindergartner to be awarded the Gilchrist traveling

studentship, and will spend the coming year in the United States. She leaves England this month, and will inspect the kindergartners' methods in our public schools, and normal training colleges. She will give a full report of her visit on her return to London. Miss Hooper will attend the National Educational meeting at Washington.

TWO THOUSAND DOLLARS were appropriated during 1896 and 1897 in the city of Washington for furnishing water filters for schools. The same amount has been asked for this purpose to be used next year, and it is hoped that this will be done yearly until each building is supplied. Children fortunate enough to attend buildings in which these filters have been placed are enabled to drink pure water, which in most cases it would be impossible to obtain at home.

BABIES' CASTLE is Dr. Barnardo's beautiful country home for city babies under six years. It is four hours from London, situated in extensive grounds and gardens, with a household of ninety little folks. Dr. Barnardo has caused some forty different institutions to be planted, and none is a greater credit to his humanitarianism than Babies' Castle. The strictest scientific care is provided these city babes in their lordly residence.

A CERTAIN superintendent of city kindergartens, recently reminded the young women in charge that the board of education does not hire them to conduct mothers' meetings, and does not therefore expect to pay for such work. Moral: Give the board of education its money's worth; make a present of the overflow of your soul to the children, and lose no regrets over your generosity or the lack of recognition for same.

AT the meeting of the St. Louis Froebel society, March 12, the delegates to the I. K. U. meeting at Philadelphia gave their report, and so completely and enthusiastically that Philadelphia was almost reproduced. The meeting was well attended, and some one likened it to Froebel's "Pigeon House" in the Mother Play, with the delegates as the pigeons, going out only to return and tell of their experiences.

THE committee on resolutions of the N. E. A. Department of Superintendence included the following paragraph in their able set of recommendations: "We commend intelligent child study, but believe that great caution should be observed in using the child as a subject for psychological experiments, particularly by those not familiar with essential principles which should be regarded in such investigations."

THE best wish that I can send the MAGAZINE for the year to come, is that "it may copy fair the past," bringing to us the same kind of helpful suggestion, needed encouragement, or inspiring word, as well as restraining, that makes the MAGAZINE at the same time a councillor and friend. "May its shadow never grow less."—*Mary Stone Gregory, Supervisor of Kindergartens, Utica, N. Y.*

"Would not a sandpile placed in some appropriate spot, and devoted to the use of children, be as fitting a memorial to the beloved as a stained glass window? It would come considerably cheaper as an investment in the beginning, and the interest on it would be—how much greater in the end?"—*From "The Children of the Future," by Nora Archibald Smith.*

THIS month's installment from "The Letters and Journal of Grace Hallam," edited by Maud Menefee, the preceding numbers of which have elicited such favorable comment from the readers of the KINDER-

GARTEN MAGAZINE, was crowded out by reason of the I. K. U. report, but will appear in the May number.

MR. PATTERSON DU BOIS, author of "Beckoning of Little Hands," sails for Europe this month, and will visit Froebel ground, including Keilhau. The American tourist has now an added interest to that of Tannhauser fame and the Wartburg in visiting the Thuringian Forest.

MRS. M. J. B. WYLIE presented the subject of the kindergarten before the Pedagogical section of the Federation of Women's Clubs and Associations for New York state at the recent Batavia meeting. Women's clubs are the impersonal mothers of the communities.

ALTOONA, Pa., has been organizing its kindergarten forces. Mrs. L. W. Treat has recently given a series of three talks there, and we know that public sentiment was proportionately lifted.

A VALUABLE list of works of art for schoolroom decoration, also suitable for kindergarten, has been issued, and can be obtained from Central Art Association, Auditorium, Chicago.

STOCKHOLM, Sweden, has its first kindergarten, opened during the past winter by Miss Anna Eklund, a graduate of the Pestalozzi-Froebel Haus, Berlin, and a resident of Stockholm.

ONE of the few public sand gardens for children in England is at St. Winifred's House, North London, a home for incurable children, and was opened on a physician's advice.

THE Pittsburg and Allegheny Kindergarten Association estimates that it costs about one thousand dollars to establish and maintain a kindergarten of fifty children.

THE Federation of Day Nursery Associations, which organized temporarily last March in Boston, holds its national meeting this year in Chicago, April 20 and 21.

COLONEL AND MRS. FRANCIS W. PARKER, accompanied by Miss Annie Allen, will spend the summer in Honolulu, engaged in special educational work.

THE editor of *Hand and Eye*, London, offers a prize of one guinea for the best essay on "Practical Hints on Gardening as a Frobellian Occupation."

THE Grand Rapids Kindergarten Association enjoyed a lecture by Richard G. Boone, president of the Michigan State Normal College, March 11.

MISS SUSAN BLOW gave a course of three lectures in New York city the last of March, after having given courses in Baltimore and Philadelphia.

LAKE GENEVA, Wis., has had a mother's meeting, in which parents were the leading factor, to discuss teaching patriotism to the children.

THROUGH the pressure of the Chicago Woman's Club, the compulsory school act is being enforced, and *delinquent parents* are prosecuted.

THE School of Comparative Psychology announced for April by the Chicago Kindergarten College is indefinitely postponed.

THROUGH the Pundita Ramabai the first kindergarten in India was established, carrying eighty children at present.

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# KINDERGARTEN MAGAZINE

*Vol. X.—MAY, 1898.—No. 9.*

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## THE PROPHET AND THE VISION.

LYDIA AVERY COONLEY.

[Written for the anniversary number of the KINDERGARTEN MAGAZINE.]

A PROPHET saw a vision long ago;  
To people blind he tried his dream to show.  
They thought he was benighted,  
His eager words they slighted,  
So little did the foolish people know.

The prophet to his heart held close the vision;  
He bowed beneath the torrents of derision.  
He dreamed of children's gladness,  
He waited—not in sadness—  
Until the time he could fulfill his mission.

At last the eager little children found him;  
With dance and song they gathered close around him.  
He was the blessed warden  
With key to a fair garden;  
He swung the gate—for chains no longer bound him.

With blindness past we linger, not repining;  
Our present joy is future hope defining.  
The circle of our years  
Is marked by smiles—not tears;  
To greet the perfect day our star is shining.

## TENTH ANNIVERSARY OF THE KINDERGARTEN MAGAZINE.

### GREETINGS AND RESPONSES—REMINISCENCE AND PROPHECY.

The following invitation was recently sent out to a few of the friends, contributors and fellow-workers of the **KINDERGARTEN MAGAZINE**, the cordial responses to which we print below:

Have you a word of greeting for the **KINDERGARTEN MAGAZINE** on its coming tenth birthday, the first of next May? It is an important educational fact that our cause has had its own journal for half a score of years, and a word of reminiscence or of prophecy from you would help us celebrate the occasion fittingly. On the cover of each issue stands the motto, "The kindergarten free to all children." In this endeavor, faithfully yours,

AMALIE HOFER, Editor.

**Dr. Lyman Abbott.**

The kindergarten rightly understood contains all the germs of the modern theories of education, as the acorn contains the oak: that education is growth, not manufacture; that it includes manual training; that it is intellectual, not mechanical; gives capacity to think, not merely to repeat other people's thoughts; that it includes the artistic side of art and the literary side of literature; that women are God's appointed teachers, and must therefore themselves receive the highest and best instruction; that all true education must be religious, and must not be ecclesiastical. In promoting the kindergarten idea you are promoting the higher, the broader, the more natural and the more spiritual education. May your purposes be as large and your hopes as high as your mission.

*Brooklyn.*

**F. Louis Soldan, Superintendent of Instruction.**

Greeting and sincere congratulations at the tenth birthday of the **KINDERGARTEN MAGAZINE**! Like all other babies, it was the center of interest in the educational household of the West from the time it was born, and unlike some other real babies, the interest has not declined as the magazine grew older. The **KINDERGARTEN MAGAZINE** has been a power for good, not only in your community, but everywhere where it was read. May it prosper in the future as it has done in the past, and may it help to attain

the aim to which its title-page gives expression, "The kindergarten free to all children."

*St. Louis.*

**Margaret E. Sangster, Editor "Harper's Bazar."**

I am very glad to know that your beautiful magazine has reached a significant anniversary, and that it is going on with every prospect of continuing its beautiful work for the little children we all love.

*New York.*

**Albert G. Lane, Superintendent of Schools.**

I have subscribed for the KINDERGARTEN MAGAZINE, and reviewed its articles from month to month, with an appreciation of its helpfulness in giving a broader and more comprehensive view of the kindergarten movement, not only in Chicago but throughout the country. It has been a great aid as an educator, not only of kindergartners, but also of primary teachers. May the coming ten years of your efforts be even more useful than those of the past; may your success be more than doubled, and may its mission as an educational factor be greatly increased.

*Chicago.*

**Mrs. Alice McL. Birney, President National Congress of Mothers.**

Allow me to congratulate you on the tenth birthday of your beautiful and helpful magazine. It must be very gratifying to you to think of the fine service the periodical has rendered humanity.

*Washington, D. C.*

**Madam Maria Kraus-Boelte.**

Your KINDERGARTEN MAGAZINE I have had from the beginning, and have followed its growth and development with interest. Allow me to congratulate you on the event of its tenth birthday. The good wishes of all kindergartners for future success in your laborious and helpful enterprise will surely be with you.

*New York, Hotel San Remo.*

**Sarah A. Stewart.**

My hearty congratulations to the KINDERGARTEN MAGAZINE on its tenth birthday. No one will be able to measure exactly the service it has been to the kindergarten cause. It has been a great force for good in collecting and radiating the best thought in that line. In looking over the past ten years of the magazine, under your efficient management, I think what impresses me most is its broad and catholic spirit, its intellectual hospitality, its attitude by which it has been able to look over

the entire field of educational activity and give the right perspective and proportion to the kindergarten movement. I sometimes think our devotion to a particular cause gives us too much of a slant view; we get things out of drawing, as it were, and our picture does not please the intelligent but not technically educated people. May the magazine continue in the future as in the past to give us the true perspective. With every good wish for your success and happiness.

*Philadelphia.*

**Prof. Felix Adler, The Society for Ethical Culture.**

Your letter reaches me at a particularly busy moment, but I do not wish to let the occasion of the tenth birthday of the KINDERGARTEN MAGAZINE pass without expressing my confidence in the kindergarten as a profoundly leavening influence in the educational system of the United States, and as a means of promoting a higher and more spiritual view of what should be the end and aim of all education.

*New York.*

**Kate Douglas Riggs, Vice President New York Kindergarten Association.**

Many happy returns of the day! I hope all American kindergartners will help you to make good the pledge on your cover.

**Fanniebelle Curtis, Supervisor Brooklyn Public School Kindergartens.**

At this anniversary time I send you just a few words of greeting and appreciation of the magazine pledged to children. It is also my pleasure to extend the congratulations of our superintendent, Dr. William H. Maxwell, and an assurance of his interest in the work represented by the KINDERGARTEN MAGAZINE. My best wishes for your continued success and prosperity.

**Patterson Du Bois, Editor of the "Sunday School Times."**

It is no small credit to any magazine living for a purely humanitarian cause to reach its tenth anniversary. Depending upon none of the ordinary or sensational sources of popularity, I should think success would mean a larger sum total of good accomplished than of money netted. The greater the honor, then! The KINDERGARTEN MAGAZINE is a good example of one of the principles that it stands for—self-activity. Both in its original conception and in its subsequent life I see knowledge and wisdom, courage and energy, hand, head, and heart. I count it a privilege to take off my hat to the KINDERGARTEN MAGAZINE.

*Philadelphia.*

**Hamilton W. Mabie, Associate Editor of "The Outlook."**

The KINDERGARTEN MAGAZINE has my hearty congratulations on a decade of usefulness and influence in the most interesting

educational field in the country. During that decade, Froebel's educational philosophy has probably affected more open-minded and thoughtful people than any other system. It has made immense advances not only among teachers, but in the interest of the people of the country. Being a philosophy of life rather than a technical system of education, it has the great advantage of being as useful in the home as in the school; and, at this time, when parents are feeling as never before the educational importance of the home and its influence in the development of the child, Froebel's ideas have been a veritable Godsend. In this work of spreading a true doctrine of education the KINDERGARTEN MAGAZINE has had no small part. It has my heartiest congratulations on its success, and my heartiest good wishes for its future.

*New York.*

**Nicholas Murray Butler, Faculty of Philosophy, Columbia University.**

I am very glad to learn that the KINDERGARTEN MAGAZINE is approaching its tenth birthday. Those ten years have been great years in the history of education in America. They have witnessed the rise and phenomenal development of the true kindergarten and of the true university, the two types of educational institution on which the uplifting of our entire educational system must depend. They, and they alone, of all existing types of institutions, base their activity upon the individuality of each pupil and upon the culture history of the race. As the influence of the kindergarten reaches upward, and that of the university reaches downward, they will eventually meet, and result in producing a regenerated and reformed system of elementary and secondary schools.

*New York.*

**C. F. Carroll, Superintendent of Public Schools.**

It gives me pleasure to extend a word of good cheer to the KINDERGARTEN MAGAZINE upon the completion of the tenth year of its successful history.

As a theory and an art, the kindergarten has become fully incorporated into American educational systems, and is assuming characteristics distinctly American. I am glad to say that I believe the KINDERGARTEN MAGAZINE represents the progressive side of the kindergarten as distinguished from the traditional and foreign. The kindergarten must be related to the rest of the school system and kindergartners themselves must be identified and work in harmony with other teachers. In accordance with your request, I will utter a word of reminiscence. It has been my good fortune to help others in a small way to do pioneer

work in the kindergarten in three cities and in three states, and nothing gives me more pleasure than to affirm that a kindergarten planted under favorable conditions will always make its own way, leavening the whole lump, attracting the attention and commanding the confidence of all right-minded persons, and finally overcoming every obstacle. I wish especially to call attention to the fact that a single kindergarten training class planted in a state normal school has virtually been the means of introducing kindergartens throughout the state. More than one hundred and fifty graduates of this school are teaching kindergartens, most of them in the larger cities and towns in the state of Connecticut. I mention this fact to show the effect of a state recognition of the kindergarten. Private kindergartens and kindergarten training classes have so far done most of the work. Kindergartens should be as much under the state as any other part of the school system, and I hope your excellent magazine will lend its influence to this end. Congratulating you upon the great work you are doing in voicing the sentiment of a continent in this newest and greatest of social and educational reforms.

*Worcester, Mass.*

**Louis Prang, Senior member Prang Educational Company.**

Greeting and congratulations on this anniversary of your admirable journal. To borrow another's phrase, the magazine is rather "ten years young" than ten years old, it keeps the spirit of youth so fresh in its pages. My best wish for its future is that your clear insight into the philosophy of the kindergarten, and your high ideals of practical educational work may have still completer expression and still broader influence as these yearly milestones are passed in the onward journey.

*Boston.*

**Mary E. Beckwith.**

A birthday greeting to the KINDERGARTEN MAGAZINE. A traveler naturally takes with her only the necessary things. During two years of wandering the KINDERGARTEN MAGAZINE reached me every month. It kept me in world touch with my chosen work and gave me welcome news from home. I found the magazine was well known to German as well as to English workers. The throbbing life of the New World gave them hope. Success to the professional organ so earnestly pledged to work for all children.

*Baltimore.*

**Edward Gardener Howe, University of Illinois.**

May I tender my congratulations on the approaching tenth birthday. It is with great wonder that even middle-aged people



recall the school life of thirty years ago and contrast it with the present. The rate and rule of the past, with its repression of the most vital part of child nature, has given way to a new era, in which the unfolding of whatever endowment nature may have given each child is fostered by the sunshine of sympathy and the dew of self-activity. If we attempt to analyze this change in the aims and methods of instruction, we find the teachings of Froebel at the root of much that is truest and best. The inductive method, the concrete illustration leading to clear and correct concepts, the sympathetic adaptation, the idea of growth through self-activity, the recognition of the threefold nature to be symmetrically developed, all so ingrained in our methods of today as to seem axiomatic, have been largely spread through the kindergarten and its enthusiastic cultivators. Is it not proper then for me to congratulate you and them on the helpful past and assure you of my full faith in the future?

*Champaign, Ill.*

**George Griffith, Superintendent of Public Schools.**

May I add my testimony? I owe a great debt to the KINDERGARTEN MAGAZINE for what it has taught me of the kindergarten and its world-wide mission. Our community owes it a great debt also, for its influence has been considerable in helping to build up in Utica a public sentiment that has sustained the establishment of eleven free public kindergartens as a part of our public school system. No higher mission can invite you, no nobler motto can inspire you than the mission suggested in your motto, "Pledged to make the kindergarten free to all children." All that hearty good wishes, kindly words and active effort can do for you and for the work in which you so ably lead, I tender you.

*Utica, N. Y.*

**A. E. Winship, Editor of the "Journal of Education."**

Great is the kindergarten and great the KINDERGARTEN MAGAZINE on its tenth birthday. There is no better evidence of the progress of educational thought in America than the fact that the kindergartners have for ten years had a publication of their own. But our pride is not so much in what has been wrought as in the opportunities and assurances of the future.

*Boston.*

**Nina C. Vandewalker, Department of Kindergarten Training, State Normal School.**

Congratulations to the KINDERGARTEN MAGAZINE. May it live many years to advocate the cause of the kindergarten and the

educational ideals for which that cause stands. Educational thought and practice have taken magnificent strides forward in the ten years of the magazine's existence, and it has been a significant factor in bringing about the new educational dispensation. The KINDERGARTEN MAGAZINE has been of great value to me as a primary supervisor, in the ten years for which my name has been on its subscription list, and I consider the bound volumes an indispensable part of my professional library. It has been characterized from the first by high educational ideals, those which modern thought is coming to recognize more and more as the true ones, and which have been reinforced from many sides in recent years. To plead the rights of little children and to interpret the meaning of motherhood has been the mission of the KINDERGARTEN MAGAZINE. May it live and prosper to further still more the cause of childhood and of humanity.

*Milwaukee, Wis.*

**Will S. Monroe, Professor of Pedagogy and Psychology, State Normal School.**

These ten years have been nobly consecrated by the KINDERGARTEN MAGAZINE to the splendid work of introducing more rational methods into the home, the kindergarten and the primary school. And every friend of education, in whatsoever department, must recognize the great good exerted by the kindergarten spirit and feel grateful to the publishers of the KINDERGARTEN MAGAZINE for the timely extension of this spirit. May these ten years be but the beginning of a long and useful life in educational journalism.

*Westfield, Mass.*

**Susan E. Blow.**

The tenth birthday of the KINDERGARTEN MAGAZINE gives each lover of our common cause reason for rejoicing. It means that for half a score of years that cause has been strong enough to sustain its own journal. It means that through such a journal all workers in the kindergarten have been brought into closer touch with each other, and that slowly through efforts to state and illustrate Froebelian ideals those ideals themselves have gained in clearness, comprehensiveness, and definiteness. It has long seemed to me that kindergartners throughout our country need to understand exactly what educational ideals the kindergarten stands for, and that one of the greatest helps toward this clarification of the collective consciousness is the monthly magazine. Much has been already accomplished; much remains to be done. I congratulate the magazine on its past achievement. I hope for greater achievement in the future. May our journal

be a "happy warrior" in a noble cause, and going steadily from good to better be "forever self-surpast."

*Cazenovia, N. Y.*

**Emilie Poulsson.**

You will probably have more letters of congratulation than you have space to print or time to read, so I will only send you this little "posy" for your birthday wreath.

TO THE KINDERGARTEN MAGAZINE.

Here's a health and a cheer  
To the old magazine;  
And a "Happy New Year,"  
Widely echoed, I ween.

For, with gratitude, all  
Own the help it has brought,  
As that help they recall:  
Inspiration and thought

Throughout year after year  
Of the whole busy ten.  
So a health and a cheer,  
Magazine, once again!

May the new life of spring,  
And the bloom of the May,  
Be the gifts the years bring,  
On each coming birthday.

**Alice H. Putnam, Superintendent Chicago Froebel Kindergarten Association.**

I have watched the steady improvement of the KINDERGARTEN MAGAZINE with the greatest interest, and I think you who have had the responsibility, the true motherly anxiety for its well-being; you who have had to bear criticism, favorable and otherwise, have reason to feel a great deal of courage and hope over its firmer establishment. It is broad and free, and true to its principles, and I'm sure will continue to grow in grace and wisdom.

**Mary Jean Miller, President of the Chicago Kindergarten Club.**

Most cordial greetings to the KINDERGARTEN MAGAZINE! Your motto, "The kindergarten free to all children," must have been Froebel's desire for our American republic. Competition may be the soul of business, but in the realization of your ideal is the germ of coöperation which must become the business of the soul before we solve the present social problems. Every well-ordered kindergarten is a practice school of sociology where each child grows by giving, learns by doing, and loves by sharing with others.

**Caroline T. Haven, Corresponding Secretary of the International Kindergarten Union.**

The tenth birthday of the KINDERGARTEN MAGAZINE demands a worthy celebration, and as one of the subscribers from the first issue, I am glad to send my greeting to add to the many recognitions of its merits it will receive from many sources. The decade just closing has shown a steady progress in the development of kindergarten thought in which the magazine has taken a most prominent part, and my best wish for its future is that it may hold its advanced position in the forward movement of the great educational forces.

*New York, School of Ethical Culture.*

**Louisa Mann.**

The attainment by the KINDERGARTEN MAGAZINE of its tenth birthday anniversary is a gratifying evidence of the service the magazine has rendered to the cause, and the appreciation with which it has been received. I hope the magazine's career of usefulness may continue uninterrupted into the far distant future, when its motto may be realized, and the kindergarten training may be given freely to all children, for this, in my view, embodies most fully those principles upon which are based the stability and prosperity of nations and mankind.

*Washington, D. C.*

**Annie Laws, Recording Secretary of the International Kindergarten Union.**

I send cordial greetings and congratulations that the KINDERGARTEN MAGAZINE has so successfully reached its tenth anniversary. My best wishes are with you for its continued success. I read with much interest the able account in the last number of the magazine of the meetings of the International Kindergarten Union, held in Philadelphia in February, and my attention was drawn to one of the opening paragraphs which said: "This earnest union of the kindergartners of our country translated into words may well read as follows: Keep in step. Move forward together. The solidarity of our profession depends on concerted aims and ideals." I cannot but feel that we owe a debt of gratitude to the KINDERGARTEN MAGAZINE for the efficient aid it has rendered all kindergarten workers, in enabling them to become acquainted with the highest and best aims and ideals of the leaders in the kindergarten movement, and thus has made it possible for them to keep in step and move forward together. I should like to add my word of personal appreciation of all that the magazine has accomplished during the ten years of its existence.

*Cincinnati.*

**Eli M. Lamb, Principal Friends' Elementary and High School, Baltimore.**

Permit me to congratulate kindergartners, and anybody else who is interested in the welfare of humanity, on the successful completion of the first decade of the **KINDERGARTEN MAGAZINE**. It has contributed immensely to the spread of Froebellianism in our land. The years during which it has labored so well have seen much the greater part of the advance that has been made from its first start in America, and the part it has played has made it a very conspicuous and useful factor in the work for which Froebel laid the foundation. Miss Peabody visited Baltimore about the middle of the seventh decade of this century and sowed kindergarten seed, of which a little took root, but in soil from which it could but slowly extract the nutriment that was necessary for its growth. After years of feeble growth, though, it has become a mighty tree, healthy and beautiful in its symmetry, and is bearing abundant fruitage. For all this we are devoutly thankful, and attribute to the work done by the **KINDERGARTEN MAGAZINE** a large share of the credit due for the same. It is the source from which workers here have drawn largely for inspiration, council, encouragement, and direction, ever since its start ten years ago. We wish for it and for its promoters many decades of successful growth and great prosperity.

**Cynthia P. Dozier, Superintendent of the New York Association Kindergartens.**

To one who has watched the progress of the kindergarten idea, its growth in the past decade seems the most interesting and significant. Rising slowly but steadily from obscurity, purged through the fire of doubt and ridicule, it has taken its place in the company of the noblest and best in the educational world. It is recognized alike in the nursery, the school, and the university, as the fundamental principle of true development and living. All this has come about not by accident. The process of its growth has been a painful but wholesome one. Its followers have been obliged to define their position and thought. The ideal has been persistently presented in many forms, in public and private work, and through the press. Not any one force, but the working together of many forces has made this wonderful idea a necessary factor in education. Not the least among these forces stands the **KINDERGARTEN MAGAZINE**, the champion of the cause, the expression of its truth, the bearer of its message, the collector and preserver of the best that has been written in a journalistic form on the subject. It has given us some fine reminiscences and biographies. It has placed Miss Blow's questions, and the answers to those questions, before us, thus lead-

ing to a closer study of the Mother Play. It has kept *each* in touch with *all*. We shall look to its pages for inspiration and guidance in the years to come. Just as in the child we see the promise of the man, so in looking back over the childhood of the magazine we see the prophecy of a vigorous and strong youth. Please accept greetings on this, your tenth birthday, and hearty good wishes for the coming years.

**Anna K. Eggleston, State Normal Instructor.**

I wish I might express the greeting and the Godspeed which I feel for the work of the KINDERGARTEN MAGAZINE. It seems to me that it is constantly reaching higher for the best things and creating about kindergarten work the truest culture. My heartfelt greeting to you and to your cause.

*Buffalo, N. Y.*

**Eva D. Kellogg, Editor "Primary Education."**

Congratulations on the tenth birthday of the KINDERGARTEN MAGAZINE. It has grandly proved its right to exist, and, like beauty, has "its own excuse for being." No exchange comes to the editorial desk of *Primary Education* more warmly welcomed, or is read with greater interest. May its twentieth birthday number thousands of primary teachers in its subscription list. The first step of preparation for the primary teacher is to become a trained kindergartner.

*Chicago.*

**Caroline Bartlett Crane, Pastor Peoples Church.**

I join with countless friends of the children in calling a hearty blessing upon the KINDERGARTEN MAGAZINE, which has for ten years held up and held forth the true kindergarten idea, and which has done so noble a part toward realizing its motto: "The kindergarten free to all children." May the KINDERGARTEN MAGAZINE and its devoted editor realize their ideal ere another ten years shall have passed.

*Kalamazoo, Mich.*

**Mrs. E. A. F. Harris.**

I wish that I might put into this word of greeting the glad benediction, the grateful thanksgiving in which I would join the many kindergartners, mothers and teachers, on that glad day, for to all it has been a true guide and friend, a very mine of knowledge and inspiration. With hearty congratulations for its past success, and earnest prophecy of its ever-increasing development toward higher ideals.

*New Orleans.*

**Edwin Ginn, Senior member of Ginn & Co., Publishers.**

I cannot resist just a word in the midst of my business to say to you that I think it will be very fortunate for the kindergartners of this country if you can devote your time to the editing and maintaining of the magazine for another ten years. I do not know where they could turn for anyone that understands that kind of work and could do it with such zest as you. There ought to be some others to come in and share it with you, who should feel the interest of the kindergarten as you feel it, and I hope such persons may be secured. I hope for you and the journal abundant success.

*Boston, Mass.*

**Thos. B. Stockwell, Commissioner of Public Schools for the State of Rhode Island.**

I thank you for the privilege of extending my congratulations to the KINDERGARTEN MAGAZINE upon its tenth birthday. Though young in years, the magazine has attained to the full-grown stature of womanhood, and has made for itself a large place in the educational world of today. For very much of the success which the kindergarten movement has achieved in the last decade, for the better understanding of its principles and popularizing of its methods, the kindergarten in the United States is largely indebted to your magazine. Trusting that, in the decade to follow, its shadow may never grow less, but rather that it may go on increasing from strength unto strength.

*Providence, R. I.*

**Anna M. Stovall, Instructor of the Golden Gate Kindergarten Training School.**

For the past ten years I have read with increasing interest each number of the KINDERGARTEN MAGAZINE. May its watchword, "The Kindergarten Free to all Children," be translated into concrete experience before the next decade of its usefulness has passed.

*San Francisco.*

**Dr. Jenny B. Merrill, Supervisor Public Kindergartens.**

When I read the motto, "The Kindergarten Free to all Children" on the cover of your magazine, I am reminded of a good word of prophecy which tells us that "love hopeth and believeth all things," and moreover, that "love never faileth," hence I am glad to send you, and the KINDERGARTEN MAGAZINE, a most cordial greeting for its tenth birthday, which comes, I believe, "as we go a-Maying." The love that hopes and believes also *endures*; this is the reason that it cannot fail.

*New York City.*

**C. B. Gilbert, City Superintendent of Schools.**

Allow me to congratulate you upon the coming tenth anniversary of the birth of the KINDERGARTEN MAGAZINE. Ten years is but a short time for the growth of so mature and serviceable an institution as your magazine. No educational movement in history is more significant or more promising than the development of free kindergartens in the United States, especially during the lifetime of the KINDERGARTEN MAGAZINE, and I am sure largely because of its influence. If I were to hazard a prediction, it would be that at the end of the next ten years the urban city system that has not the kindergarten as its foundation will be a curiosity for the antiquarian. I wish you continued success.

*Newark, N. J.*

**Lida Brown McMurry, Illinois State Normal University.**

I congratulate the KINDERGARTEN MAGAZINE on having closed ten years of usefulness. It is impossible to estimate the good done by a paper, devoted, as this has been, to the highest interests of home and school. As a mother and a teacher I can testify to its helpfulness. For many years I have looked through every copy, and appropriated such articles as fitted my needs, or those which acquainted me with needs which I had not before realized, but which were, nevertheless, real. May the blessings of the past, and the hope of a still greater usefulness, make the birthday of your paper a happy one to its editors.

*Normal, Ill.*

**Francis W. Parker, Principal Chicago Normal School.**

Allow me to congratulate you, and all the patrons of the KINDERGARTEN MAGAZINE, upon its success during the past ten years. It is indeed worth growing old to note the steady and sure progress of education during the last half century. I remember the kindergarten struggling for existence, opposed by leading educators and by the people. "The child is better at home," they said. But under the grand leadership of Mrs. Quincy A. Shaw, Miss Susan Blow, Mrs. Alice Putnam and others, this divine message, called the kindergarten, is reaching the hearts of all the people. No one speaks against it now. The only valid objection that can be made to it now is the lack of educated, cultivated, trained kindergartners. It has been a necessity, no doubt, that imperfectly educated and poorly-trained kindergartners should enter upon this most important work of education. A poor kindergarten is something to be dreaded, and allowed only under the possibility of having something better. The only possible progress is along the line of thorough education, broad culture, and careful training of the young women who take upon



themselves a responsibility so difficult and so important as that of the kindergarten.

Child study has come to enhance the kindergarten. Those who believe that Froebel has said the last word in regard to education, in spite of his own strong declarations to the contrary, are making a fatal mistake. That Froebel was inspired there is no doubt. He was inspired by a great ideal. He saw clearly the possibilities of the development of child life. He took the first and best thing that came to his hand for his gifts and methods. His priceless legacy is the continued, everlasting study of children, which will bring everlasting revelation of child life and its possibilities. To say that Froebel knew it all, and that we must follow him in rigid discipleship, is to degrade the kindergarten and deny the spirit of the founder of the new education. On the other hand, to receive all he gave us thankfully, to understand him, the nature of his gifts and plays, and then, with this rich inheritance, move forward to higher planes and to a stronger love for the child, is our evident duty. There is no stop, no stay. The possibilities of human development are infinite. Man is the demand, and God the supply. He in His infinite wisdom and goodness offers the whole universe to us, and we are the mediators. The bread of life is as boundless as God's love. Allow me to hope sincerely that the day will come when no woman shall enter into the sacred duties of motherhood without a previous careful training in the nature and possibilities of child life.

Ellen C. Alexander, Supervisor of Public Kindergartens, Chicago.

Birthday greetings are in order, and we tender ours, most hearty, most cordial, to the healthful, growing "birthday child" which completed its first decade today. It has been well said it is a matter of primary and extreme importance to be "well born," and we are happy to say our KINDERGARTEN MAGAZINE may rightfully and justly claim all the advantages of an excellent origin and an auspicious beginning. It is the offspring of vigorous courage and far-reaching ideals. Those who have kept pace with its pages month by month in the past ten years of its energetic life can see in it a growth, a growth that is by no means completed. Its aim has been to keep a record of all that pertains to the development and history of the kindergarten movement at home and abroad, and up to date the purpose in view has been well achieved. The contributed articles, the current news, the reports, the queries and answers, have been interesting and helpful in suggestion to those of its readers who have a share in the educational work of today. "Full souls," George Eliot tells us,

... Are double mirrors making still  
An endless vista of fair things before  
Repeating things behind.

The mirrored past of our magazine lies before us today, and in it we see presentiments of a larger future, a prophecy of greater possibilities and farther-reaching usefulness. With best wishes we bid it Godspeed in its onward, ordained way.

**Sarah C. Brooks.**

I have been a subscriber through most of the ten years of the life of the KINDERGARTEN MAGAZINE. The early volumes are preserved in book form, and the later are on file in the office, within the reach of all who need their help. For aid in suggestions for the daily work no books are more frequently consulted than the early volumes. For inspiration, for knowledge of how the good cause fares throughout the country, for assistance in the Mother-Play Songs, all turn with confidence to the magazines as they appear from month to month. It is a great thing for a cause to have a journal of its own, self-supporting and of great literary excellence. It is fitting indeed that the cause of paramount importance to our little children and to the educational future of our country should be represented by a journal of such a high character as the KINDERGARTEN MAGAZINE. What it has done to establish the present order of advancement we know, in part; what it will do in the future, we may predict by its past. The zeal and faith of the devoted women who have it in charge is of the kind which overcomes all obstacles. "The joy that is set before" them is found in their motto, "The kindergarten free to all children." God speed its realization!

*St. Paul, Minn.*

**Sara E. Wiltse.**

The KINDERGARTEN MAGAZINE is to be congratulated on its tenth anniversary I hear, and I take my pen with some enthusiasm and begin, only to be arrested by a flying thought of what is going on among the rosebushes just outside my window this bright spring morning. Suppose I should step out to thank them or to praise them for what they are and what they are going to be? Should I not congratulate *myself* instead for what I receive from them? It seems to me that the KINDERGARTEN MAGAZINE ministers to the cause of education, and grows in power with its ministry just in proportion as it stands for constructive work. Every kindergartner who has had practical help from the magazine would undoubtedly testify that the help has come through the spirit of the editor as expressed by contributors; the spirit of Unity in purpose, which by no means destroys diversity of expression.

*West Roxbury, Mass*

**Lucy Wheelock.**

I congratulate you upon the completion of your tenth year of service to the kindergarten cause. You must be grateful as you contemplate the great growth of the movement within the last decade, and you can truly say,

All of which I saw  
And a great part of which I was.

One of the most important factors in the propagation of any truth is its literature, and your magazine stands as a monument of your wise apostleship in the past, and as a promise of better things to come through an educational regeneration of our people. With high hopes and good wishes.

*Boston.*

**Lucy Harris Symonds.**

Will you allow one who has always been a subscriber to the KINDERGARTEN MAGAZINE, and who has watched with interest the many improvements which have been made during these years, to send her congratulations? No mother or kindergartner can fail to receive help and inspiration from reading its pages, and all must feel a deep debt of gratitude for your untiring efforts in our behalf. I wish you a larger measure of success in the next ten years than you have enjoyed in the past.

*Boston.*

**Emma B. Fletcher.**

When a publication has increased in value from year to year for ten years, it is cause for rejoicing among its friends that there is reason to believe it will go on in its good work for many more decades. That in which the magazine has been most helpful to me is the high ideal we have had placed before us and the clear exposition of kindergarten principles. Often when Frau Schrader, of Berlin, was asked to give more of detail in her work with students, her reply would be, "Denken Sie immer an die Princip" (Think always of the principles). She said if we had the idea, the underlying principles of Froebel's system, the details would work themselves into a harmonious whole. I feel that the KINDERGARTEN MAGAZINE has in the past few years made an especial endeavor to impress on its readers the necessity for a deep and thorough understanding of "Die Princip," and all who read were helped to see "the pure white light of truth." It takes long to lay a foundation deep and firm, but kindergartners are beginning to feel that the foundation for a system of kindergartens free to all children is now well laid; but for a long time there will be urgent need of affording the majority of people a clearer insight of Froebel's ideas. I hope most earnestly that the KINDERGARTEN MAGA-

ZINE may continue to advance high ideals and be the successful advocate of kindergartens free to all children.

*Spokane, Wash.*

**Mary J. Garland.**

You have my best wishes on your tenth anniversary. I hope that the future of the magazine will carry forward all the good work begun.

*Boston.*

**Mary E. Mumford.**

Long live the KINDERGARTEN MAGAZINE! The foundation of a great future is being laid in the kindergarten work of today, and you and your associates have been "lively stones" in this building process. I am sure you must already begin to see the rewards of your labors.

*Philadelphia.*

**Dr. Henry Barnard.**

I congratulate you on the completion of the tenth volume of your wisely edited magazine, the close of the first decade of your historical record of the kindergarten movement, making a valuable American contribution of ten volumes to child-culture literature. With some experience in the same line of work, I am sure it has required on your part a loyalty to duty as firm as characterized the patriotism of your namesake and ancestral relative, Andreas Hofer, the Tyrolese patriot. I hope in the next decade of your kindergarten movement you will receive a cordial and increasing coöperation, which shall make your work as editor and publisher of the KINDERGARTEN MAGAZINE hereafter more remunerative. With great respect and esteem, I am your friend.

*Hartford, Conn.*

**Ada M. and James L. Hughes.**

Ten years old! Ten progressive years too! We congratulate you on the work you have done, and on the prospect that opens before you for progressively productive work in the future. There is no other department of the evolutionary work of the world in which there is so much of hope as the department of child training. Your fields are wide, and when cultivated they will yield rich harvests. The arousing of conscious motherhood and its elevation into the spiritual realm is a high purpose.

The organization of the intelligent parenthood of the race around the child, as the central element of an advancing civilization, is the greatest educational movement of the closing century. The new century will complete the unity of the best power of the race in the effort to make the true development of the child the

basis of physical, intellectual, moral, industrial, and social evolution. The revelation of better ideals in teaching and training the child, especially the true meaning of self-activity—the creative activity of originative selfhood—is the work most needed by kindergartners and teachers. Reverent sympathy *with* the child—not simply *for* it—has yet to be made clear. Few even of the leading child lovers have caught the real meaning of Froebel and Dickens, the great interpreters of Christ's teaching regarding the child. These have been the themes of your earlier years, and you can find none nobler for the coming years of mightier power and wider influence.

*Toronto, Ont.*

**Frank H. Kasson, Editor "Education."**

You deserve heartiest congratulations on the work accomplished through the KINDERGARTEN MAGAZINE. For the last eight years I have noted, month by month, its issues steadily growing in interest and value, not only to kindergartners but to all who are interested in the development of the noblest and best child life. Yours is a gracious and far-reaching ministry. You touch life at the fountain. May the mission and service of the KINDERGARTEN MAGAZINE widen and deepen with every passing year.

*Boston.*

**C. W. Van Liew, State Normal School.**

I understand you are celebrating, in a special number of your magazine, the anniversary of the beginning of its work. With the new motto on the cover of the KINDERGARTEN MAGAZINE, some indication of your convictions and pledges as to the next step in kindergarten development, you are certainly able to feel that there has been a movement forward in the cause you champion. I have sometimes thought that some kindergartners needed a little more of the spirit of a former schoolmaster of mine, whose attitude, and the attitude he sought to have reproduced in his students, he used to express tersely in the words, "Not in possession, but in pursuit." As I have read and understood the KINDERGARTEN MAGAZINE, I have felt it championed such a wholesome spirit and attitude. It gives me pleasure to add my "aye" to the newer and more radical pledges it is now taking. I trust it will continue to stimulate and inspire us all in our further "pursuit," which means a better appreciation of old foundations as well as of new.

*Los Angeles, Cal.*

## PUBLISHER'S RETROSPECT.

HISTORY, PERSONNEL, GROWTH, RECOGNITION, PLEDGES.

**A**N historical sketch of the ten years' service of the **KINDERGARTEN MAGAZINE** means a plain history of the kindergarten movement during that period of time. Just ten years ago, in the month of May, 1888, **THE KINDERGARTEN**, an illustrated monthly magazine for teachers and parents, presented itself in memorable scarlet cover, having as its trade-mark the

Van Dyke baby holding a ball in his chubby hands. The publishers were Alice B. Stockham & Co., and the joint editors were Cora L. Stockham and Emily A. Kellogg.



The name of Dr. Alice B. Stockham had for many years been associated with progressive movements, and both the kindergarten cause and that of manual training owe much to her early recognition of their educational purport. Her daughter, Miss Cora Stockham, brought a warm enthusiasm to the work, and the magazine

thrived during its babyhood on the personal energy and devotion with which she conducted the editorial management.

The now sainted Sarah B. Cooper contributed the opening article of the first issue, the initial paragraph of which

was prophetic, as follows: "I believe, dear friends, that there is a vast range of unmapped country within us awaiting discovery; a vast domain of unexplored territory, as yet unpreëmpted and uncultivated, toward which the eye of Friedrich Froebel, the great educational Columbus, was directed with a steady and divine gaze." Was not this a prophetic gleam of the child-study and child-culture movements which have developed in the ten years since this utterance of Mrs. Cooper?

Among others who contributed to the first volume of *THE KINDERGARTEN*, and who have passed out of earth service into the choir invisible of history, was Elizabeth Peabody, who at once adopted *THE KINDERGARTEN* into her heart of hearts as the successor to the *Kindergarten Messenger*. In the first issue is recorded the celebrating of Elizabeth Peabody's eighty-fourth birthday, May 16, 1888. She sends an account of the celebration, noting that three hundred and ninety-seven presents were received by her from school children from different parts of the country. In September, 1889, she writes again to encourage the work of *THE KINDERGARTEN*, as follows: "I want to say with renewed emphasis how much I approve of *THE KINDERGARTEN* as an organ of kindergarten lore. I have enjoyed every number."

Fifteen years before this time, May, 1873, the first issue of the *Messenger* had appeared, edited and published by Elizabeth Peabody. After a short life of two and one-half years in this form it was merged into a department of the *New England Journal of Education*, centennial year, July, 1876. This department occupied a page of the *Journal* every week for two years, when once more the *Messenger* took independent form and continued for two years. In March, 1879, W. N. Hailman, then of Milwaukee, brought out the *New Education* plus the *Messenger*, the latter having been discontinued on account of the lack of financial support. The files of these early educational ventures are precious in proportion to the heroic energy of which they

are the embodiment. So much by the way of history of kindergarten journalism!

The kindergarten department of the National Educational Association had already been organized four years when, in 1888, with Mrs. Cooper as chairman of the committee, it passed the following resolution:

*"Resolved, That we heartily indorse the new magazine recently established in Chicago, entitled THE KINDERGARTEN, and we recommend it to every teacher and household as the exponent of the best and most advanced thought in kindergarten work."*

The year that brought the KINDERGARTEN MAGAZINE into being saw the Boston Educational committee receive fourteen of Mrs. Shaw's kindergartens into the public schools. During the same year Kellogg Hall was built at Chautauqua as a memorial dedicated to children's work, with an able provision for a kindergarten and kindergarten training. The list of kindergarten literature at this time was limited to eighteen books all told, including the Steiger pamphlets. "Patsy" was published the year following the first issue of THE KINDERGARTEN. During the same year, 1889, Dr. William T. Harris was appointed United States Commissioner of Education by President Harrison.

During 1890 and 1891, Miss Andrea Hofer rendered volunteer service as assistant editor to Miss Stockham, and the following volume appears with her name as joint editor. In August, 1892, the KINDERGARTEN MAGAZINE was sold by the Kindergarten Publishing Company to Andrea and Amalie Hofer, who conducted it as joint publishers and editors until January 1, 1893, when the Kindergarten Literature Company was incorporated. As president of this company, and author of the plans of work to be developed along business lines, Andrea Hofer gave her sincere service for three and one-half years, having in the meantime by marriage become Andrea Hofer-Proudfoot. The resignation of Mrs. Proudfoot as business head and president of the Kindergarten Literature Company was accepted June 30, 1896, when she withdrew entirely from the company.



The board of five directors, as elected at the annual meeting of stockholders, has conducted the business to the present time, Amalie Hofer acting as business agent and editor. The board of directors being convinced that the kindergarten movement still requires a *professional organ, as well as a propagation medium*, has centered its entire energy upon the KINDERGARTEN MAGAZINE. During the past three years of universal business strain the friends of the management have been faithful and generous in their support. Among those who have furthered the good purposes of the KINDERGARTEN MAGAZINE through loans of money are the following: Mr. A. F. Hofer Sr., Miss Ethel M. Roe, Mr. J. S. Clarke, Mr. F. W. Crosby, Mr. Edwin Ginn, Miss Amalie Hofer. Among the contributors who have recently rendered volunteer service, thereby making the MAGAZINE deserve the good words which are spoken on this tenth anniversary are, Miss Susan E. Blow, Miss Josephine C. Locke, Miss Kate L. Brown, James L. Hughes, Miss Nina C. Vandewalker, Miss Maud Menefee.

The management of the KINDERGARTEN MAGAZINE wishes to express its appreciation of business courtesies extended by the following publishers, because of their personal interest in the development of the kindergarten movement: D. Appleton & Co., A. C. McClurg & Co., Ginn & Co., D. C. Heath & Co., Prang Educational Co., and the dealers, Thomas Charles Company.

#### THE PRESENT EDITOR

of the KINDERGARTEN MAGAZINE takes this occasion to express her gratitude to the many earnest, faithful kindergarten friends and workers who have encouraged and sustained her efforts, especially during the past two years. These have proven beyond a question that women can stand for the ideal and principle of a good work, even through "hard times" and at personal sacrifices. The KINDERGARTEN MAGAZINE as a medium for the further developing of our worthwhile movement is now in substantial working order, and will put forth every energy during the

coming years to effect legislative provision which shall MAKE THE KINDERGARTEN FREE TO ALL CHILDREN, rich and poor alike, and to LIFT OUR PROFESSION OUT OF THE RANKS OF THE UNDERPAID AND OVERWORKED. To such practical ends we bespeak your substantial and constant coöperation. The "Seed-sower" is brought to you with our birthday greeting as a symbol of strength and faith.

### THE HEART OF A CHILD.

LYDIA AVERY COONLEY.

[Contributed to the anniversary number of the KINDERGARTEN MAGAZINE.]

THE heart of a child is a beautiful thing;  
 It blossoms in beauty with youth at the spring,  
 It arches the rainbow of hope o'er life's sky,  
 It rides on the billows when tempests are high.  
 Oh! happy the man who has kept in life's prime  
 The heart of a child that can triumph o'er time,  
 And finds in the pure and the sweet joys of youth  
 The solace of those who love honor and truth.  
 And gladdest of all is the one who can wear,  
 When the scores of bright years crown with silver his  
 hair,  
 The beautiful jewel that life ne'er beguiled,  
 And keeps in his bosom the heart of a child.

### THE KINDERGARTEN TEACHER.

HEZEKIAH BUTTERWORTH.

[Contributed to the anniversary number of the KINDERGARTEN MAGAZINE.]

WHAT mottoes grand in camp and hall  
 Has Freedom's flag unfurled!  
 But "The Kindergarten free to all,"  
 Is the noblest in the world.  
 The end of life is character,  
 The crown of work is worth,  
 And to teach the true life of the soul  
 Is the noblest work on earth.

## FROM THE LETTERS AND JOURNAL OF GRACE HALLAM.

EDITED BY MAUD MENEFEE.

### IV.

December 2.—. . . It is surprising how little one talks down to children when once an understanding has been established. I find myself giving my thought just as I feel it without waiting to transpose or pitch it in lower key. You lose vitality and power when you do; besides, we know the same thing, Alessandro, Emil, and I. We are as old and as young as life, and haven't we the true light that lighteth every man? It is born with us. Intelligence is not an evolution, it is an absolute statement. "Let there be light; and there was light"—the first and the last statement of creation. . . . We have the Correggio "Holy Night" for the picture which embodies our Christmas thought. It goes from table to table, and stays with us as we work. The wonder of it is the light, light, light that is shining from the child's face. They all see it and press close to look. I saw Roxana kneeling on the table before it and looking a long time to-day. What genuine human types the picture gives us. The postman's little boy is a sturdy, pudgy little man, whose face expresses nothing of his feelings on account of the fat immobility of the forms that go to make up his countenance. When he cries he looks just as when he laughs, and when he laughs I have to be very sure he is not crying. I was thinking of this today when they were all crowding around to see the picture; just then he looked at me and said: "Teacher, I have light in my face" It was really a little mysterious. I said: "I know it, Albert," and did penance in my soul for blindness. We should look through and beyond, eh, you, Albert, child? It is what I am trying to tell the Bacteriologist. To look *at* nature with all your lenses and paraphernalia is not to see her; and to look

directly at human conditions is as fatal as to behold Medusa. What reformer would not have turned to stone who saw just Halsted street as she states herself? It is the eye of faith, keen for the evidence of things not seen, that sees. . . . Light is our subject. We are taking it up in all its homely, everyday statements; the lamp or candle in the home, street lights, light of lighthouses, signals, lanterns, headlights, torches, the fires shepherds build to keep off wolves; the sun, moon, and stars; the morning star that led the shepherds; the Christ-child—the loving child, the Light of the World.

Yesterday Albert said: "Teacher, what is an angel?" We were sewing on a wonderful thing that is going to be an ironholder after awhile. Everyone was serene and reflective, and I took my time. Robert looked at Albert with scorn. "Why, don't you know? it's a little thing without any feet," he said with an air, and I knew I must begin. "I'll tell you what it seems to me," and then I gave them the best I knew. "Whenever you think a loving thought, why, that's an angel, and it goes out everywhere to everyone. I try to send out just angels." "So do I," said Alejandro, bringing his needle to be threaded. . . .

The hand work of the training classes is a great joy to me. I have never before done skillful things. I have lived in my head and my eyes for the most part, and have never honored my hand by a single thought, I am afraid. I have only been conscious of a certain shame of it because it was not shapely and fair as I have always had a romantic idea that a woman's hand should be. I gathered this from some ballads I read in my early youth. It has been a source of vague torment, however, through my whole life, that whatever I might do or be, the intense demand in me for beauty could never be fulfilled, for I want to *be* it, feel it, possess it in my own being.

One of the great questions to me as I look about is, how God's man has come to be so unlovely and worn and troubled. The type as I find it in the street and alleys is so attenuated and sharpened—keen as a two-edged sword, or, rather, dis-

secting knife, for we moderns have lain down bludgeon and battle-ax for this weapon of subtle analysis.

There aren't *whole* ideals enough left in consciousness with which to conceive the natural and spontaneous, it seems to me. The Bacteriologist thinks I am mad to talk like this; he sits narrowing his eyes and smiling reflectively. "It's because you are a sort of pagan and not in touch with us," he says leniently. I can see he is struggling to classify and label me. But I do want to be happy and at peace about life; I do not want to argue and agonize over conditions—"God's in his heaven," and heaven is at hand, is it not?

When you come back to the children you stop arguing; you *know* with them. This morning they positively seemed to gather me up and heal me, for I've been beating my wings against the Bacteriologist's arguments. It is all wrong for me to do it. I don't help him and I hurt myself; besides this, is not the wisdom and truth with him and with all men just as much as it is with me? What have I to say to any creature? I have only to live and to *be* what I know.

You wonderful children. I undo your dingy hoods and ragged shawls; I touch your hands and look into your eyes—it is like a rite of renewed consecration. . . .

I am immensely interested in the element of design that comes in with all the hand work; so much of it is creative. I am as happy as the "kinder" over an invention in one thing and another, yet to an onlooker it seems the veriest child's play, no doubt. But it isn't; besides all the resource and power it is to me in my profession, I find it opening a door for me into the larger art world. I spend a great deal of time among the pictures and casts at the Institute—very wonderful! and more so if I were wiser.

I cannot stand much of it at a time, however. I find I have to get back to fresh air and sunshine, and I cannot stay long in libraries either. It turns my stomach to see so many books. I have lived too long on frugal fare I am afraid. . . .

You Angelo! What did you know? I got Vasari and the Angelo sonnets to try and find the human brother—to

find him walking this world and just working to prove what *men can do*. It seems to be the current idea in the world that the great artist is come to prove the inability of all others. It's a comfort to believe that this is not so. I have come to learn that most artists suffer from an insidious morbidness which this thought generates. Even the young woman who designs grills is touched.

It would revivify art atmosphere the world over to see the joy of these children over the gifts they are making for their families. They believe absolutely that what they do is *good*. That's a hint of the divine creativity. I, for one, do not doubt that they are allied. . . . We are to have a Christmas tree with lights and lights upon it.

. . . I went to visit one of the families of the neighborhood. It was as pathetic a condition of poverty as need be. The mother was ill and too hopeless to gather up what little they had and set it right; there was a fire in the little kitchen stove and a boiling soup kettle, and then there was something never to be forgotten. Two children sat playing around an old chair for a table with a cup and a spoon; one had a doll, made of a boy's old coat, and the other cherished a bottle dressed in some dingy rags. They were wonderfully beautiful after a foreign type, warm life glowing in cheeks and eyes, and they seemed to sit there in a sort of halo of their own. No one could add to their sense of the fullness and joy of life. All little children live in the seventh heaven. Dear Dante, I have learned that; it is an actual truth

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Caw! Caw! Caw!  
Over the standing corn  
The cheery cry is borne  
Caw! Caw! Caw!

Caw! Caw! Caw!  
How I wish I could go with him  
Where the woods are mild and dim.  
Caw! Caw! Caw!—*Margaret Sangster.*

## A LITTLE LESSON IN REVERENCE.

LOUISE TAYLOR CHURCHILL.

THE circle waited expectant; it was the day before Easter Sunday, and Miss Grace had promised a "surprise," and a "surprise" meant anything from a bran new story to a birthday party. Careful inquiry among themselves had made sure of the fact that so far as any of them knew no one had a birthday due for several weeks. A cake it might be, though cakes were frowned upon by most of the teachers. And so all the half hour in the morning, before the tones of the piano called them to their tiny chairs, the guesses ran wild. Of the meaning of Easter not one of them had the faintest conception. It had something to do with churches and "other people."

The glimpses they had had of the world occupied by "other people," which they had caught outside their own life on the "flats," had been fleeting, and gathered together in any of the several little brains made only a confused memory of hurrying carriages, wonderfully gowned ladies, and more wonderful displays in shop windows, the last being classified as eatable and wearable. Occasionally one of them had been carried by an overworked mother to some pretty home where the woman had been hired for the day, and then visions of fairyland had been revealed by swinging doors which closed only too soon; and a perfect feast of good things had been enjoyed. But such excursions were rare, and all the supposed splendor of "other people's" lives was so foreign to their own dingy existence as to make even envy a something impossible; it never entered any of their heads that they might be part of it. During the few months since they had been gathered into the kindergarten they had learned of birthdays, which it is doubtful if any of them had known he or she possessed before, and had also had many wonderful and delightful things brought close to

them. As a result little hands came to school cleaner, and rough heads began to show signs of familiarity with brush and comb. The young women whose work in this, one of the hopelessly situated kindergartens in the city, was that of missionaries, noted these signs with little sighs of thanksgiving.

Yesterday Miss Grace had explained that as Sunday was to be Easter day, the next afternoon, which being Saturday should have been a holiday, would be a school day, and that there would be a "surprise" for them all. So nearly everyone came rather early Saturday morning, and Miss Helen had some difficulty getting thirty or more small individuals interested in something at the west side of the building while a delivery wagon bearing a mysterious something, very tall and all covered with oilcloth, was driven round to the east side. Stopping at the rear entrance the "something" was carefully lifted out of the wagon and carried as carefully into the hall, then to the schoolroom, and placed right in the center of the painted circle round which the little red chairs stood, and the saucy English sparrow, who was looking in at the window as usual, knew that this was the "surprise," and he determined right away that he would remain right where he was till it was uncovered at least, and see for himself just what it was.

Soon Miss Helen came in and began a merry march on the piano, and the band of eager children filed into the room and filled the seats round the circle, eyeing with much curiosity and many sly nudges at one another the tall thing standing before them, and which they knew right away, just as the sparrow had, was the "surprise."

After a little prayer and a bright good-morning song Miss Grace came and stood in the middle of the circle, and in words beautiful in their simplicity, and readily understood by the children, told them the wonderful story of the resurrection and the meaning of Easter, at last showing them a cocoon from which a gorgeous moth had just emerged and was crawling slowly about in a box she held in her hand. She explained to them how the big green worm had been



placed in the box last fall; how it had woven itself all up into the big brown chrysalis; how it had hung still and apparently lifeless all the long winter through, and had at last come forth a beautiful, many-colored moth.

The lesson was new to the children and interesting, but the busy minds still wandered toward the oilclothed "something" which stood near Miss Grace, and at last their patience was rewarded. Miss Grace carefully took away the black covering, and to the delighted eyes of the little ones displayed a magnificent Easter lily. Tall and majestic it stood among the ill-assorted and not-too-clean children, the pale flowers seeming to droop in tender pity toward the upturned faces; and as the young teacher again told the story of Easter day, and the significance of the white lily before them, the little faces were full of awe, and the little hands were held resolutely behind the ill-clothed bodies, for fear, it seemed, they might betray their owners, and soil this beautiful flower with a touch. When Miss Grace gave permission to really touch, and even kiss the lily, the little lips pressed against the velvet petals reverently, till a tiny witch of an Italian girl approached.

"Don't you want to kiss the flower?" asked Miss Grace.

"Naw," came the reply, with a decided shake of the dark head which sent the tangled black curls flying, and the tanned hands with their blackened nails were clinched behind the little figure till the nails cut the flesh. Two burning eyes darted a rebellious look into Miss Grace's face, and then a small figure rushed from the room and out of sight in the hall.

As she stood just outside the doorway she presented a decidedly unique picture. Her small feet were encased in rough shoes, metal capped, above which stretched in uneven wrinkles a pair of orange-colored, knitted stockings. Her gown was of red and black striped goods, the stripes being about an inch and a half wide, and running round her body. In her jetty hair were fastened several bits of colored ribbon, and in the lobes of the small ears were hung the inevitable gold hoops. Standing a moment to find if

she were observed or not, the little creature, with a deft movement, lifted the gaudy dress and applied the under-part to her small nose, then like a bird she flew back into the room, pushed through the group about the lily, and without more ado touched her red lips, oh so softly, to its edge. The sparrow watching through the window said "hum" and flew away to tell his mate.

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Feeding the Hens—Millet.

## BIRD LOVERS.

ORIN GRANT LIBBY, UNIVERSITY OF WISCONSIN.

**T**HE kindergarten has wrought an entire change in our conceptions of child nature and its development. We have come by slow degrees to acknowledge the inherent naturalness of these early impulses, and to deal with them sympathetically, not dogmatically; and we are in full accord with this new idea when we say that there is something essentially right and reasonable in the desire of children to pick the flower, to catch the butterfly, to possess the bird even at the risk of taking its life. But what is merely natural curiosity in the child becomes in later years deliberate cruelty to gratify a passing whim. Utility is entirely a minor matter, and the modern hunter delights to take possession of the wild things of field and forest by the easy road of the rifle shot. It is only a step from the child who clutches at the humming bird to the man who wantonly exterminates a whole colony of wild birds. But the kindergarten has taught us how this fierce lust for possession can be turned aside from thus working havoc among the humbler forms of life in nature. It simply lies with us to make the proper application of the methods already well known to secure complete success.

There has been in recent years a very decided movement among thoughtful people toward the preservation of the birds. Originating with the lovers of nature, it has passed safely through the inevitable phase of the fad, and has taken permanent hold upon our sympathies and our intelligence. Along with this, and in response to a growing demand, there has developed a new literature which still further widens the circle of interest centering at the bird. The apostles of the new movement are the bird lovers, who are the product of genuine contact with nature in one of her most delightful aspects. The bird lover is a distinct evolution, appearing, it would almost seem, in answer to the

query, what can be done to make our youth, and our men and women, more careful of the birds? He says to the hunter, lay aside your gun, arm yourself with a field glass, expend your utmost skill in woodcraft in finding the favorite haunts of the birds; then, by means of the glass, hold them close to you and study them at your leisure. He says to the young egg collector, let the nest go unplundered and watch the bird homes fill with young. A joyous family, hopping, flitting, singing, is worth far more than a handful of empty shells. Now there should be in this no trace of sentimental nonsense. The substitute offered to the hunter, hardened in killing, and the boy, eager to collect specimens, must be such as will fully satisfy them both. That this is not only possible, but inevitable, all who know birds will join with me in affirming. The transformation of a keen hunter into an ardent bird lover is the most natural thing in the world, as some of us can testify by personal experience.

In this way the so-called hunting instinct finds its ideal form in the unwearying pursuit of new facts about shy or rare birds. The boy really comes to feel that he possesses the birds which he recognizes by sight and sound, and he never tires of adding still others to his list of acquaintances. In such daily intercourse with familiar friends, and in eager quest of strangers, that they may no longer be new or strange to him, there is no place for any other and cruder form of possession. He who steals or kills is generally in need of something. But what can a bird lover in the midst of his feathered friends want of them which they do not give him in full measure, pressed down and running over? Is it color of every shade and hue, or song the sweetest or most exquisite? Is it dainty and curious nest building, with its attendant cares, or darting, tireless motion, which fills the smallest nook with throbbing life? These are all his, because he sees and hears with alert senses and sympathetic heart.

Toward this ideal we are all moving who love the birds for what they are. But we may arrive all the sooner at this goal, and possibly induce others to join us on the way, by

learning the easiest method of becoming a true bird lover. The first lesson is the one familiar to teachers, that of humility. Nature guards her secrets well from the careless or indifferent observer. If we would read the simplest of her lessons we must sit at her feet, divested of all the pride and self-assurance which we have acquired by success elsewhere. Perhaps this is particularly so in bird study, for of all the children of nature the bird is the most bewildering and tantalizing. Evolution has done its perfect work with them in adapting color, shape, and motion to their environment. The very existence of the bird for a single day depends upon its skill in concealing itself from its enemies. In nothing is common report so likely to be in error as on the number and variety of our bird population. Birds may come and go all about us unnoticed; they may sing to deaf ears and their nests with their helpless young may lie barely out of reach on every side. Then, some day, almost by accident, our eyes are opened and our ears unstopped. We are astonished, not so much at what we see and hear for the first time, as at our strange obtuseness in times past. Nature has spoken to us, and we gladly follow her through the open door out into a new world.

Now the child is peculiarly susceptible to impressions received from the study of natural phenomena of all sorts. It is almost certain that if he studies birds under the wise guidance of a bird lover, he will invest them with human attributes and count them among his dearest friends. Such impressions are bound to be permanent, and completely destroy all desire to take life. The writer well remembers the feeling experienced at witnessing, for the first time, the shooting of a robin, for this bird was held sacred because of childhood associations that gave it a peculiar place in the sympathies.

But there is yet another work which the bird lover is called to do. The development of our crowded city life, with its intense activity, is fraught with danger to those who labor there. Some counterbalancing influence is needed to draw us away from the turmoil of the street to the quiet of

the woods and hills. Such a magnet will the study of birds prove to be for all who attempt it. A vacation is not absolutely necessary, even in a large city, in order to find the birds. The quiet, well shaded streets of the suburbs, or even the smallest park contains its quota of songsters. The wood pewee, with its sweet, clear whistle, is distinctly a bird of the parks and shade trees, and not far away will be heard the quaint and sprightly monologue of the warbling vireo, for these birds love the same leafy retreats for their summer homes. Then, unless the English sparrow has been too much encouraged, there are the robins, the bluebirds, and the song sparrows, if we know where to look for them. So high does the tide of bird life run during the months of May and June, that there is overflow enough for every habitable spot. Where the trees are, there are the birds, a truism which we are slowly learning; and one of our states in the West is so impressed with this fact that she celebrates Arbor Day and Bird Day together, thus giving legal sanction to a union which nature has ordained from the beginning.

The bird lover can tell the hurried man of business of a calendar quite different from the one which hangs in his down-town office. In his calendar the days are marked off by the arrivals of his feathered friends in the spring, bird concerts and nest building in the summer, by farewell flights and good-bye notes in the autumn. The red letter days are those that record some rare treat in color or song which comes perhaps once in a month, but which keeps him on the *qui vive* lest the next should escape unnoticed. Now it is a whole army of juncos, with their vivid white and dark slate colors, and their vivacious, coaxing chatter and brisk motions—birds of the snow line following it northward as it retreats before the advancing sun. Perchance it may be the first sight of a scarlet tanager, or a flaming oriole, or the first song of the wood thrush or the bobolink that finds a place in the calendar of notable events. Or, yet again, in the full tide of June, one may be fortunate enough to stumble upon a sunny glade where a dozen or more birds of dif-

ferent kinds are holding one of their mysterious tête-à-têtes, which dissolves in a scurry of wings at the very moment of discovery.

By means of this little guiding thread of interest in birds, the tired brain worker may find his way out of the labyrinth which threatens his life, and escape into the bright sunshine where birds sing and leaves rustle. The way once learned it is easy to return, until it becomes a confirmed habit, a necessity of existence. Thus, in the last analysis, it may appear that the bird, for whose life we plead, may be the means of saving the lives of many busy toilers, besides sweetening the lives of untold numbers more. The birds and trees are always waiting for us, and if we go to them believing in their power to heal, we shall not miss that for which we seek them.



Landscape.—Corot.

## EMINENT WOMEN COMMITTED TO THE BIRD CAUSE.

**M**R. C. O. PAULLIN, of Washington, D. C., has gathered the opinions of several prominent women upon the subject of the use of birds as a means of personal adornment, and has extended the courtesy of a few of the letters to the KINDERGARTEN MAGAZINE.

Elizabeth Stuart Phelps Ward, of Newton Center, Mass., answers the question, "Do you favor the use of birds as a means of personal adornment?" with an emphatic "*No!*" and adds her reason for her decided negation: "On the grounds of humanity and of taste." To the question, "Would you limit or abolish the practice?" she says unequivocally, "Abolish it."

Mrs. Josiah Allen says:

To reply to the list of questions sent me is not a difficult matter at all. When one's mind is fully made up one does not have to hesitate.

1. "Do you favor the use of birds as a means of personal adornment?"

I decidedly do not. Indeed, not a month ago I refused to use one, saying frankly that my conscience would not allow it.

2. "Why?"

For many reasons. One, that it seemed so wicked to slaughter these beautiful little winged visitants, who cheer us with their songs, for idle vanity and fashion; and if a woman wishes to look upon their beautiful colors, would not one prefer to see them flying about, happy in the sunlight, than to have them stuck through with pins, their pretty bodies filled with arsenic, perched upon the top of the head, where one can by no possibility delight in a view of them only in a mirror. For another reason, in thousands of cases the father and mother birds being killed for their plumage, whole families of helpless little ones are left to meet a slow death by starvation. Again, for prudential reasons; it is murdering the good friends of man; they rid the earth of



many offensive and harmful things. What little fruit and grain they take is only righteous pay for their labor, and if the wanton destruction of these beautiful little friends of ours is allowed to continue a fearful payment will have to be made. Besides these reasons, and many others which might be given, is the needlessness of obtaining bird plumage in this way. Plenty of ostrich feathers can be had without resorting to murder. Immense numbers of birds and fowls are yearly used for the food of man; their feathers and wings can be used for those who must have feathers. There is no need of killing our charming and gentle little friends to obtain them.

3. "Would you limit or abolish the practice?"

I would. I would have a law made to protect them within the next five minutes if I could; but as woman has no lawful right to protect her own children from worse than murder, I do not suppose that it is reasonable to hope that she will be allowed to plead effectively for the birds.

*Bonnie View, N. Y.*

In reply to your questions:

1. "Do you favor the use of birds as a means of personal adornment?"

Most decidedly not.

2. "Why?"

To begin with, using a dead body as an ornament is repulsive to the feelings, and the result is generally ugly. There are several other reasons which, given in brief, are: First, their destruction is so great a loss to the beauty of the earth; second, the example of cruelty in taking them is hardening to our boys, who need instead a training in humanity; third, the imperative need of their services in the protection of our crops—without them we shall be the prey of insects and small rodents; fourth, their aid is indispensable, especially the shore birds, as scavengers, to dispose of carrion and garbage, which breeds disease among us.

3. "Would you limit or abolish the practice?"

Assuredly I would if I had the power.—*Olive Thorne Miller.*

I am an "Audubon woman," that is, I would on no account wear feathers that were not "shed" by ostriches. How any woman of heart can decorate herself with birds (!) passes my comprehension, and I rejoice to feel that more and more each year this enormity of conduct is being relegated to the "light weights," whose heads are as empty as

they help to make empty the nests of the mother birds and happy little nurslings. Believe me yours for a civilized republic, where cultivated Yankee women can be clearly distinguished from the squaws of the wilderness.—*Frances E. Willard.*

Margaret E. Sangster answers to the first question, "Never"; to the second, "I consider the fashion a relic of barbarity," and to the third, "Abolish it altogether"; and adds, "I have expressed, as above, my personal sentiments on this subject. All wearing of dead birds, of wings, breasts, egrets, etc., should be abhorrent to thoughtful and refined women."

Mrs. Lyman Abbott writes:

I can very briefly answer your questions regarding the use of birds for personal adornment; and in your question I judge you mean the use of entire birds, and not merely a portion of their plumage.

1. I do not favor the use of birds as a means of personal adornment.

2. Why? In the first place, a dead animal does not seem to me appropriate for such adornment; and, also, it offends me because of the suggestion of cruelty.

3. I should not undertake to limit or abolish the practice of wearing birds, but I should endeavor to limit or abolish the practice of destroying them, and especially in the case of song birds

*Brooklyn, N. Y.*

In answer to your question, "Do you favor the use of birds as a means of personal adornment?" I answer, Most certainly not. "Why?" Because it suggests downright cruelty. "Would you limit or abolish the practice?" I answer, I would, if I possibly could, *abolish* the practice.—Yours In His Name, *Margaret Bottome.*

You can enroll my name among those opposed to the use of birds as a means of personal adornment. It is a cruel and brutalizing practice, and I would abolish the practice were it in my power. There are plenty of beautiful fabrics, ornaments and flowers, which can be used for women's head-gear, and if I am correctly informed the ostrich plume, cocques feathers, and some made wings may also be used without cruelty to birds, as some of these are cut and others shed without causing pain or inconvenience to the creatures;

but I am in favor of a strong crusade against the wholesale slaughter of the feathered tribes that women may wear their plumage. The question is both moral and ethical, to my thinking.—*A. Jenness Miller.*

Mrs. Frederick Douglass says:

I am grateful for this opportunity of expression upon the subject presented, and thereby adding one to what must eventually be overwhelming testimony against the present wanton sacrifice of birds for use in personal adornment. The civilized world has now advanced far enough in knowledge to consider cruelty as a crime *per se*. Were lizards or toads or other like reptiles the fashion, instead of birds, and sacrificed with equal cruelty, their slaughter would be equally reprehensible. A scarcely less powerful consideration is that of the extinction of species. The thought even is accompanied with a feeling of profound sorrow at the impiety of daring the annihilation of a single variety of these beautiful creatures—the annihilation, the sending out of existence forever and forever these fitting embodiments of the thought of God, and leaving a weary, wan emptiness where has been gladness and joy.

Save the birds! Oh, save the birds! and the soul of man from an endless remorse. Let artificial birds be constructed from reputably obtained feathers, and none others be allowed.

*Cedar Hill, Anacostia, D. C.*

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#### THE HUMMING-BIRD'S UMBRELLA.

**I**N front of a window where I worked last summer was a beautiful butternut tree. A humming-bird built her nest on a limb that grew near the window, and we had an opportunity to watch her closely. In fact, we could look right into her nest. One day, when there was a heavy shower coming up, we thought we would see if she covered her young during the rain. Well, when the first drops fell, she came and took in her bill one of two or three large leaves growing close by, and laid this leaf over the nest so as to completely cover it.—*Christian Leader.*

## BABY'S DOINGS.

ROSALIE BUCKINGHAM SELFRIDGE.

Age 2 weeks—Baby's first smile.

Age 5 weeks—Baby's eyes follow objects, persons, and gestures.

Age 8 weeks—Baby's ears follow sound, and she turns her head to seek it.

Age 12 weeks—Baby plays with her fingers.

Age 14 weeks—Baby turns over in bed.

Age 15 weeks—Baby recognizes strangers.

Age 15 weeks—Baby's hands find mamma's lips for kisses.

Age 19 weeks—Baby was vaccinated.

Age 20 weeks—Baby sobs and cries "maa-maa."

Age 21 weeks—Baby reaches out her arms and goes from mamma to papa and back again.

Age 22 weeks—Baby tries to clasp all that is pretty, and jumps and laughs aloud.

Age 23 weeks—Baby notices, watches, and plays with her feet.

Age 5 months—Baby's first lesson in creeping. She tries to stand. Two teeth have come.

Age 6 months—Baby creeps backward, and two motions forward, and rolls over and over.

Age 7 months—Baby knows her name and the names of those she loves, and says "pa-pa."

Age 7½ months—Baby recognizes reproof, generally obeys, and sometimes scolds.

Age 7½ months—Baby plays "peek-a-boo." Creeps fairly well forward, and is in short clothes.

Age 7 months and 18 days—Baby creeps *very* well, almost seats herself, and blows her whistles finely, and has her third tooth.

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This baby's journal was written at odd moments, with little or no thought to style or composition, only a truthful labor of love jotted down when baby was asleep, by a fond and devoted mamma who had complete care of Rosalie until she was sixteen months old.

Age 8½ months—Baby shakes hands, is perfect mistress of herself on the floor, and has four teeth.

Age 9½ months—Baby waves her hands "bye-bye," climbs upstairs, and walks from chair to chair.

Age 9½ months—Baby understands nearly everything said to her, and chooses from many story books that of "The Three Bears," and looking at them says, "Ough, ough!" Compares the pink dress of "Golden Locks" with her own.

Age 10¼ months—Baby points to pictures of chickens, cows, and dogs, and cries "Te-cutte, te-cutte, te-cutte!" or "Bow, bow!" and points to flowers or pictures of flowers, most bewitchingly snuffing up her little nose to represent their odor.

Age 11¼ months—Baby recognizes pictures on the wall, in newspapers and books, whether large or small, for the objects they represent, and points to them when named. She now knows everything by its name, and shows a remarkable fondness for books and flowers. She walks eleven steps alone, from mamma to papa.

Age 1 year and 7 days—Darling baby kisses papa "good night."

Age 1 year and 1 month—Darling baby plays the "Turn-a-phone," courtesys, and, holding mamma's hand, pretends to dance. She can send kisses on her hand, and blows them toward you. She helps mamma to dress, bringing each article of clothing as mamma names it.

Age 1 year and 2 months—Papa's baby awakens him each morning with a kiss; takes his hand and says, "Papa, up!" and brings his slippers—"Papa shoes."

Age 1 year and 3 months—Baby discovers her shadow and tries to catch it.

Age 1 year and 4 months—Baby calls "Grandma"; plays merrily with the sunbeams; makes believe to pour tea, to put in sugar and cream, with her little tea set, and taking her cup to her lips, pretends to drink; then, rubbing her little chest, looks up with an air which tells how good it is. She pretends in like manner to take a piece of cake and eat

it; says "mamma," "cup," "cake," "more," etc. She brushes the floor, dusts the furniture. If unhappy, grieved, or annoyed, we ask her how she cries. Immediately she changes her voice to "eigh-eigh-eigh!" "And how does Rosalie laugh?"—"Ha, ha, ha! Ha, ha, ha! Ha, ha, ha, ha, ha!" to the same little air.



Age 1 year, 5 months—Baby feeds herself with a fork and spoon. She hugs her doll or any broken toy, and sings to them: "Do-do-do!" She is able to say many words, and closely watching our lips, tries to pronounce words as we do. She often unites two and three words, with a little breath between, viz.: "Mamma, come, down!" and, "Papa, shoes, up!" or, "Emile, dance, more!" etc.

Age 18 months—When we say, "Where is little baby's heart?" she points and answers, "Da, da!" (in German). When asked, "Whose baby are you?" "Papa's." "Whose little darling?" "Mamma's." "Whose dear little granddaughter?" "Grandma's." And "Whose sweet little cousin?" "Ah-doos (Alphonse's) and Con's" (Cousin Isabel's). She forms "Mother Goose" pictures of three blocks each, placing rightly the different heads on their respective bodies and feet. She has a set of blocks with pretty little children holding letters of the alphabet, and she has learned to find the little girl with *mamma's letter*, "M"; Cousin Isabel's, with the letter "I"; Alphonse's "A"; "G" for Grandma; Doctor's, "D," and *baby's* block, which has a cute little girl holding in each hand an R and S (her own initials—Rosalie Selfridge).

Age 19 months—Baby shows us how the angels pray, and holds her tiny hands toward heaven. She puts keys into locks, turns and unlatches mamma's door. Her nurse has taught her to find seventeen of the letters when called for. From her half-dozen Columbian World's Fair souvenir spoons, with engravings of the six principal buildings, she has chosen the Administration Building for her own special use, for Cousin Isabel the Transportation spoon, and she has assigned to mamma Machinery Hall, never mistaking

them. She has learned her first "golden key," and sees that the word "please" obtains for her many pleasures.

Age 20 months—Baby knows all the letters on her blocks, and can tell many of them from simple prints in her picture books. She delights in bringing us our different letters, and calling repeatedly and ecstatically the name of the one for whom the letter stands. While saying "yes" and "no" she turns her head correspondingly. She says, "I love you," and when asked "How much?" answers with a hug and "All day!" She sits at her little desk, and with pencil and paper pretends to write a letter, and then reads, "Mamma, come, back, soon." Whenever she sees the postman, she calls, "Man, come!" She feeds herself and drinks alone, and turns a bolt. She plays sick and lies on a pillow for imaginary medicine, or smooths the pillow for us, and in turn administers as doctor to us, listening with a watch to her ear, and counts: "Two!" while with the other hand she holds our pulse. When asked, "How are you?" she answers in Swedish, "*Tackar-bra*" (thanks, well), and she calls "*Flicka!*" "*Pojkar!*" and "*Klädning!*" (girl, boy, and dress). She also recognizes differences in musical airs, and each night designates the song mamma shall sing. "Baa, baa!" means "Mary had a little lamb," and "Sleep" means "Sleep, baby, sleep!" and "Bye-bye" means "Bye, baby, bye," and "Blue" means papa's song, "Darling little baby, with the eyes of blue," and "Apples" means "Cherries are ripe!" etc. She sits in a large, high-backed chair with an open book, and pretends to read aloud, or she takes a number of books under her arm and marches around the room saying "School." She sits on the floor with a bodkin threaded with worsted, and pretends to mend her socks, saying, "Mamma, sew!" or, "Mamma, nee-wie!" (needle). She says "tank" for thanks, and "puck" for please.

Age 21 months—Baby says "thanks" for every favor, kisses mamma with a hug, and "Tank, dear mamma," after each morning bath; says "P'ease don't," "P'ease, g'andma," and has learned many new words, viz.: "Take, up, arms," "Pick *Blümen* (flowers); tells mamma to "Sing, mamma,

Sleep, baby, sleep!" etc. She dusts the furniture, wipes her dishes, opens papa's bed.

Age 21  $\frac{1}{4}$  months—Baby moves to the country. Kisses papa's photograph good night, picks pretty wild flowers and brings them to mamma, plays on the grass round the trees and in the sand. While waiting in the mail phaeton for papa she holds the reins in one hand and the whip in the other (resting on the seat, French style). Baby knows many colors; says her eyes are "blue," and looks at mamma's eyes and says "Brown"; she examines papa's eyes and says "Blue," etc. She begins to count: "One, two, three, six, eight, nine, ten," and certainly appreciates the numbers up to three. She also begins to know and suggests the final words to Mother Goose's rhymes.

Age 22 months—Baby is a guest for the summer at Uncle Frank's and Auntie Anna's farm "Under the Maples." She picks *Blumen* bouquets for everyone, and finds pretty stones and bunches of sweet clover blossoms for "dear mamma." She walks up and down stairs holding us by one finger. She says "Good night, dear mamma," and so on to each one of the family, calling us each by name, "Uncle Yank" (Frank) included. She kneels, with folded hands, while mamma says for her a prayer. She makes her first sand pies; says "Papa, gone, Chicago!" She never errs in giving her right or left hand, as requested. She points to the moon and the sun, calling them by name. She loses Helen, her German nurse, and often calls, "He-hie!" Says "He-hie gone; see He-hie's bruder; He-hie's bruder sick," and pretends to write letters: "Dear He-hie, I love you. He-hie come back, see baby." During her walks she calls, "Mamma, take baby up arm!" then, while being carried, she repeats over and over, "Oh, dear, poor mamma!" When told that baby is too heavy, and to carry her will make mamma ill, she quickly responds, "Oh, no; up, mamma, arm! Poor mamma sick. Baby powder, baby Po' Ex," meaning she will cure mamma by rubbing her with baby's powder and Pond's Extract. Baby has her full set of twenty teeth.

Age 23 months—Baby has a German nursery governess,



Clara; calls her "Cla." She creeps alone down-stairs; calls "Adio, Pina!" to the Italian seamstress Guisepina; says "cucumber," "so happy," "baby tumble," "little girl sick," "lamb," "cow," "dog," "donkey," "horse," "pig," "chi-wie" (chicken), "turkey"; calls the horses by name, "Nancy," "Max," "Dorde" (George), "Fred," etc., and asks for "Sugar, give poor Pince!" (Prince). She shows a remarkable development of locality; while wheeling in her baby carriage she directs us with "pointer finger" (and always correctly) to "sp'ing, drink," "auntie's new house," or, "auntie's point," "the Dagoba," "baby's house," "gate," "Addoo's (Alphonse's) boat," "grandma's house," or "go home." She asks for "broom," "baby's rubbers," "grass," "sand," "book," "scissors," "baby's toothpick" and "tooth brush," and tells us "Baby so tired," "Mamma read," or, "I think not!" "Baby write," "Turn my pillow." She looks over the lake during cloudy weather, and says, "Mamma, rain," and when asked where God lives, answers, pointing heavenward, "Up, sky!"

Age 2 years—Our darling bids farewell to "Baby's Kingdom." She uses all her "golden keys"—"good night," "good morning," "thank you," "please," and has added to them "good-bye," "how 'do," and "adio." When asked how old she is she promptly answers, "Two old." She combines and recombines sentences, using new verbs and pronouns, viz.: "I like that," "I sit down," "You eat meat," "I meet papa," "I pick *Blümen*," "You put on my pink (blue or red) dress (coat or hat)," "Mine," "I sleepy," "Mamma, go on bed," "'Skito (mosquito), go 'way," "Come, buttershy (butterfly)," "bumblebee," "Give me appleshoot (apple sauce), please," "Wind blows," "Carriage blow down," "Rocker-chair," "Step up," "lamp," "hurry." She greatly enjoys a "jump," "dance," "the swing," and "hammock," all of which she calls by name. She asks for "papa's pi-ture" (picture) each day he is in the city, to kiss it and say, "Good night," or, "Good morning, dear papa." In fact, baby says now nearly everything, and loves nothing better than to sit in mamma's lap and turn, by herself, each leaf of this, her "Baby's Kingdom" book, giving to each page an explanation and asking, "Mamma, read," or "Mamma, sing," but always designating every picture, drawing, or song correctly.

## MOTHER-PLAY BOOK STUDY QUESTIONS.\*

### THIRD SERIES. IX.

SUSAN E. BLOW.

#### *Lesson of the Carpenter.*

2227. In how many games of the Mother Play does the child make only a single representative movement?

2228. In how many does he make a series of movements?

2229. Are the games which demand a series of movements more difficult in their thought than those requiring only one movement?

2230. What is your opinion with regard to the advisability of a series of movements?

2231. Can you represent a process without such a series of movements?

2232. Is the representation of processes important?

2233. What do you think of dramatizing the hand plays of Froebel as circle games?

2234. How do you play the Carpenter on the circle?

2235. Do the children enjoy it more as a hand play or as a circle play?

2236. What other of the games given by Froebel as hand plays have you dramatized on the circle?

2237. Do you remember which of the Mother Plays were dramatized in Germany?

2238. Can you recall any statement of Froebel's direct educational descendants on this subject?

2239. If you have visited European kindergartens will you describe the Mother Plays you may have seen played on the circle.

2240. What educational results have you gained by such dramatization? (Experiences with the Bird's Nest, Pigeon

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\*Contributors to this department are requested to write each question in full with its number, followed by the answer. Also to place name and address at the top of each page of manuscript, the same to be carefully numbered. Also to fold the manuscript for mailing, instead of rolling it.—EDITOR.

House, Labor Games and the Knights are especially to be desired.)

2241. Restate the motto of the Carpenter.

2242. Say all you can with regard to the significance of imitation, its dangers, its safeguards, and its conscious use as an educational instrumentality.

2243. What is the connection between the Carpenter game and the Family game?

2244. How may the house contribute to the happiness of family life?

2245. Will you draw the plan of a house, carefully considering and providing therein for all the needs of family life, the comfort of each member of the family, and the discharge of all the various forms of domestic duty.

2246. Explain your plan in its relationship to the heads of the family, the children, and the domestics.

2247. Why does Froebel think little children love to build houses?

2248. What does he say of the premonitions which thrill the child's soul?

2249. What premonitions of childhood have challenged your own conscious attention?

2250. In your judgment what is the significance of each?

2251. What means would you suggest of strengthening the child's feeling of the connection between house, home, and family?

2252. What do you think of Froebel's interpretation of the little boy who is allowing himself to be sawed as a tree?

2253. How would you expand the conversation between mother and child in the Commentary?

2254. Is it important for the child to gain, as early as possible, a sense of the meaning of home?

2255. Is it important that he should realize that he must contribute to the making of home?

2256. What may the child do to make the home happier?

2257. Does the Carpenter build *only* dwelling houses?

2258. May his labor be considered in its relationship to civil society, state, and church?

2259. Would you consider these aspects of his work with little children?

2260. Do you find any food for thought in the fact that Froebel limits his suggestions in this Commentary to the home?

2261. Compare his procedure in Mother Play with his procedure in "Education of Man," Hailman's translation, pp. 259-261.

2262. What does a comparison of the Mother Play and the "Education of Man" suggest with regard to Froebel's general plan of development?

2263. Restate Froebel's remarks in "Education of Man," pp. 262-265.

#### ANSWERS TO QUESTIONS.

(From Grace Gallandet Kendall, Boston.)

2136. What is the symbolic significance of the hunter?

In the Mother Plays of "The Shadow Rabbit" and "The Wolf and the Wild Pig" the hunter is represented either as a father going out to get food for his family, or as the protector of the defenceless sheep and lambs from the fierce ravages of the wolf. In the latter representation there is a symbolic significance. The sheep and lambs stand, not only for the weak and defenceless, but also for the good in human nature. Harmful wild beasts are symbolic of the evil—of the base, cruel, vicious traits of character that must be fought and subdued that the good may predominate. The hunter, the brave man who fights and kills these beasts and thus protects the gentle, friendly creatures, is symbolic of the strong who defend the weak.

The bravest are the tenderest,  
The loving are the daring.

The hunter is also symbolic of vigorous warfare against evil; of the struggle of each individual against the base in his own nature, and the collective struggle of the powers of light against the powers of darkness. He is Dr. Jekyll, not toying with Mr. Hyde, but overcoming him. The tragic conclusion of Stevenson's story shows the impossibility of the two opposite natures remaining equally balanced. Because Dr. Jekyll did not subdue Mr. Hyde, the fiend grew and waxed strong until he obtained the complete mastery. Christ recognized the necessity for this struggle when he said, "No man can serve two masters." The apostle Paul found a law in his members warring against the law of his mind. Evolution speaks of the "survival of the fittest" as a result of ceaseless, relentless warfare of the species. The ray of light in this dark picture of the past is that the "struggle for the life of others" has gone on with the "struggle for life" and gives promise of victory, when evolution shall have reached its goal and "man, himself regenerate, shall rule a regenerate earth."

(From Mary Eleanor Clark, Boston.)

Sum up and connect the aspects of animal life presented in the Mother Plays.

In "Beckoning the Chickens" and "Beckoning the Pigeons" the domestic relation of animal life to human life is pictured. The chickens and pigeons come at the child's call because there is sympathy and trust between them. In the "Shadow Rabbit" and "Wolf and Wild Pig" the picture is no longer domestic, but shows animal life in its wild state. The sympathy between man and animal does not exist here; man must stand guard against the animal, and the animal's instinct teaches him to shun the hunter; the element of fear exists. The "Nest and Pigeon House" show animal life in relation to itself, the home tie existing in the nest and pigeon house; the care on the part of the parent birds and the dependence of the young. In the "Fishes in the Brook" the relation of life to its environment is emphasized, the life of the fish depending on freedom in its natural element, "unimpeded activity in a pure element." Animal life depends more on environment than human life, for it can create none from within. To sum up the relationships, there are mentioned: that of animal life to human life, both domestic and undomestic; animal life to itself, in its aspect of home life, and the relation of life to its environment.

(From Jasmine Van Anderson, Boston.)

2148. Have you found any explanation of the mystery of sin?

"Ignorance is at the root of all evil" is the conclusion which Buddha drew after having learned of the sin in the world. A man who knows the consequences of his contemplated action, whichever way he acts, never chooses the evil result without justification. And this is ignorance.

2149. Any explanation of the mystery of suffering?

Suffering in any case is caused by disobedience to natural law. We have not yet solved all the questions of the universe, and therefore we live in ignorance, sometimes happening to obey the law, and often transgressing, thereby bringing suffering unto ourselves. We must know the law and choose. When we disobey, natural consequences follow us. A child insists upon touching the stove though he is told it will burn. That he is told what will happen does not convince him of the truth, therefore he acts in ignorance.

(From Anna S. Wood, Boston.)

2127. Explain the difference between real and artificial symbolism.

Carlyle says that "in a symbol the infinite is made to bind itself to the finite, to stand visible there." In other words a symbol is a material thing which represents to the human mind some spiritual fact, quality, or idea. We have the lily representing the spiritual quality of purity. Light stands as the symbol of love, the eagle as the symbol of power. Events and actions may also have symbolic meaning. The growth of plants upward in the light of the sun suggests the growth of the soul upward in the light of God. The physical development of the child symbolizes his spiritual development. The lives of noble men and women are symbols to the world of the Divine nature. We all know people who are to us symbols of some noble quality. All these are symbols because the spiritual idea is suggested by the very nature of each one. There seems to be another class of symbols which are real, because they naturally suggest some noble idea, but differ from the first in that their symbolic meaning is derived from their association at some time with the noble idea. The flags of nations and the crowns of kings have symbolic meaning through their association with spiritual principles, but not because of any qualities which they possess in themselves. The badges and ensigns of various orders are symbols of this kind. In both of these classes the symbolism is clear and natural and suggests

itself without explanation, but when certain qualities are arbitrarily attached to objects in order that they may stand as symbols of these qualities, the symbolism becomes artificial. Many of the old fables present this sort of symbolism. In most of the common fables we find animals exhibiting certain human characteristics, with which they have been endowed by the writer (regardless of their true natures), and made to stand as symbols of these qualities. No symbolism of this sort, which is attached to, but does not truly exist in the objects themselves, can be considered real symbolism.

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### KINDERGARTEN MAGAZINE ANNIVERSARY.\*

**From Henry Sabin, former State Superintendent of Public Instruction, Iowa.**

The KINDERGARTEN MAGAZINE has grown to be a power in the land, and the kindergarten itself ought to and must make a marvelous growth in the next ten years. There are those in every community who persist in calling every innovation a fad, and these the kindergarten will have to fight, not by antagonizing them, but by convincing them that it ought to be the most essential part of the public school system. They can only be convinced by experience. I am glad you are not at all discouraged, because you are doing a work which must be done by someone. Its necessity is growing more and more apparent every day. It seems to me that there is a work for the kindergarten to do in Americanizing the children of different nationalities. The primary teacher has no time for this work of harmonizing and elevating and purifying the ideas of children who come from such a variety of homes. As an illustration of what I mean, I received yesterday a program from Texas of a Bible meeting, in which the program consisted of Bible readings by natives of sixteen different countries, each one reading in his own language, and ending the reading of the same by a blind woman, using the raised letters. There is no end to the work which the kindergarten can do in such a community.

**From Richard G. Boone, President Michigan State Normal School, Ypsilanti.**

To have kept steadily before one for ten years, and to have successfully prosecuted any worthy enterprise, may well be subject for congratulation. To have made life more meaningful for childhood gives tenfold reason for, not gratitude only, but hope for the race. The future to mankind will be richer for these ten years of service. To the degree that the MAGAZINE has stood for better home training, and earlier good training, and a more wise and loving motherhood, and more tender fathers, and the greater dignity and sacredness of child life, and the possibility of bringing wholesome examples and inviting activity within the reach of childhood, its ten years are worthy of all praise. We believe in it. Its disinterestedness of motive, its sensible pedagogy, its far-reaching influence upon the school system, its effective moulding of educational sentiment, are all marks of vitalizing movement that is more than Froebelian because it is so universal. May all the good that the best cause deserves come to the messenger, and its life be long to enjoy the fruits of its labors.

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\*These letters were received too late for the symposium of greetings.

## CURRENT WORK—NEWS—REPORTS.

**Mother's Conference.**—Albany's Third Annual Conference for mothers and teachers was held at Jermain Hall, February 26 and 27, with Mrs. Charles Gibson as the presiding officer. At the opening session there was a moderate attendance, but during the other meetings the hall was filled with an eager throng of mothers and teachers, and in the evening many fathers were seen. All sections of the city were represented—the society matron in her furs sitting beside the Italian mother with a handkerchief pinned over her head. The speakers said that seldom had it been their good fortune to appear before so responsive an audience. Miss Ida M. Isdell, a kindergartner at the Normal College, made the address of welcome on Friday morning. Some brief notes of the meeting of the International Kindergarten Union at Philadelphia were given by two or three who had been present. Then followed the feature of the morning, "The Central Thought of the New Education," by Mrs. Ada Marean Hughes of Toronto. Mrs. Hughes spoke in her usual forceful manner, clearly showing the advance of the new education upon the old, and emphasizing its central idea as the Christ spirit of love recognizing the little child as a divine thing to be unfolded—a pattern for ourselves. The program Friday afternoon was opened by Mrs. Lucretia Willard Treat of Grand Rapids. To an Albany audience Mrs. Treat needed no introduction, and was given an affectionate welcome. Her subject was, "The Light Songs." After a brief summary of the Mother Plays as a whole, the special songs were taken up and their spiritual meaning clearly shown. Miss Alice E. Fitts, of Brooklyn, followed with an able paper on "The Religious Training of the Child." She told first the story of "The Conceited Weathervane." The subject of religious training was considered from the Froebellian standpoint—indirect teaching without dogma. Each virtue must be made clear to the child by story and picture, and then he must be given opportunity to practice it in a direct and definite way, until it becomes a habit. He must see the ideal in the lives about him, and must realize that religion does not belong to Sunday clothes, but to everyday living. The remainder of the afternoon was given up to the Mothers' Classes. All mothers were requested to occupy the middle tier of seats, and the hungry earnestness of that "middle tier" will be long remembered by those who looked upon it. Mrs. Hughes gave them a short, practical talk on "Letting the Children Help." Her text was "Coöperation," and every mother felt stronger and more sympathetic when the little sermon had concluded. Miss Frances C. Hayes followed with a brief, simple talk on "Children's Play," and Mrs. Treat led the singing of "The Merry Little Men" in her own inimitable way. Friday evening, Dr. George E. Gorham read a very fine paper on "Intelligent Action versus Excessive Feeling." Appreciation of a mother's trying position was expressed, and everyday difficulties met by sound common sense and professional experience. The one disappointment which came to the conference, and this a grievous one, was the inability of Miss Emily Poulsson, of Boston, to be present, and read her paper on "How Play Educates the Baby." The primary teachers, who are constantly using Miss Poulsson's stories, were out in large numbers, and felt keenly the loss of this anticipated treat. Mrs. Almon Hensley, of Stamford, Conn.,

was transferred from the Saturday morning program. Mrs. Hensley handled the subject of social purity with force, dignity, and great delicacy, and her sweet, strong womanhood and motherhood appealed to every mother heart in the audience. Mrs. Hensley stated that the only way to correct the social evil was to lessen the demand, and appealed to every mother to begin with her little children to make them pure, and strong in their purity, which is far wiser and nobler than striving to keep them innocent. Mrs. Hughes followed with an address on "The Philosophy of Discipline," which was strong, helpful, and broad, with its keynote of intelligent sympathy for and understanding of children. Saturday morning the program was opened by Miss Fitts, who spoke on "The Training of the Will." The child must learn to control his own will by constant exercise in this direction. The value of the ideal was urged. Miss Gibson offered resolutions in recognition of Miss Frances E. Willard, her life and work, the same to be incorporated in the minutes of the conference. It was next the privilege of the audience to listen to Mr. Edmund W. Booth, secretary of the Y. M. C. A. He spoke from his very heart about "The Boy and Young Man—How the Mother May Help." Rehearsing the many dangers and temptations with which a boy's life is beset, Mr. Booth urged mothers to become to their sons the most intimate friends and companions, to control their companionships, share their amusements, and not leave the boy to the Sunday School and the Y. M. C. A. In the harbor and out on the ocean it is easy to care for the ship—going through the narrows is where the pilot is needed. The boy and young man are in the narrows of life. The program of Saturday afternoon began with a paper entitled "The Little Land," by Mrs. Harriette W. H. Greene, of Utica. Mrs. Greene brings her poetic nature, her marked sympathy with the great "out-of-doors" to all her work, and this paper was no exception. Beginning with Robert Louis Stevenson's poem of the same name, Mrs. Greene proceeded to prove that we ourselves must enter the "little land," help the children to grasp spiritual truth by play, answer their questions and remember "Except ye become as a little child ye cannot enter the kingdom of children's hearts." Miss Clara Wheeler, of Grand Rapids, spoke on "The Kindergarten in the Sunday School." Miss Wheeler said she would not tell other people what to do, but simply what they did in their Grand Rapids kindergarten. After the twaddle that is sent out in the name of the Kindergarten Sunday School it was refreshing and encouraging to hear a sensible plan like Miss Wheeler's. Mrs. Treat, by request, then told the story of the Sweet Pea. An endeavor had been made to have Miss Susan E. Blow present at the conference. Her other engagements prevented this, but she sent Mrs. Treat her paper, "A Plea for the Study of Great Literature," that she might read it. This was the central feature of the evening's program. This was followed by a short talk on child study by Mrs. Hughes. Mrs. Hughes had already become the intimate friend of each mother in attendance; this talk made her the sister as well. This closed the Third Annual Mother's Conference, and there still lingers, and will long linger, with those who were present, the influence of Mrs. Gibson's gentleness, of Mrs. Treat's spiritual motherhood, of Mrs. Hughes' noble womanhood, of which she so freely gave, and of the generosity which prompted her to confess her weakness, and thus give courage to many a faint heart.

The Chicago Kindergarten Club discussed at its April meeting the following subjects:—"Characteristic and illustrative use of outside materials; what do you understand by the illustrative use of the gifts? the



characteristic use of the gifts?" The entire membership of the Chicago Club is so organized that each member speaks on some one of the topics during the season. In view of this arrangement, Miss Anna Bryan defined the purposes of a kindergarten club made up of younger and older workers, saying that we must look to the older and more experienced workers for interpretations, and to the younger kindergartners for data from their current experiences. Miss Sheldon said that she considered Froebel's material sufficient to meet the needs of the child if used as he planned it, but that these uses must be looked at through the eyes of modern science and philosophy. Much work with outside material is wasted opportunity. Miss Springer recommended that such material should be used which presents the fewest difficulties of construction and the least resistance to the child's spontaneous working. She recommended that free-hand pricking be developed along lines of drawing, and stated as a result of her experience, that sewing, weaving and cutting were the least difficult of the regular occupations. Miss Hattie Phillips, of Des Moines, discussed the subject of outside material, telling of the special line of cardboard modeling being developed in her work, and urged that the very simplest work should be selected, such as the child can do entirely by himself. She recommended a repetition of such work as the child has already made a success of. Among the natural materials recommended by various other speakers were the following: the use of milkweed pods, buttons, button molds; boards with hammer and nails; beans, odd blocks gathered by the children; odds and ends of wrapping paper and newspapers; twigs, seeds, vegetables, nuts, leaves, burrs, cranberries, thorn-apples, reeds, dandelion heads and stems, marbles; also fruit boxes, pebbles, shells, and cigar boxes. Miss Green argued that the use of such materials helped the children find their own materials in the simplest homes. She cited the case of one child who refused to use certain material when presented, because he had never had it in kindergarten. Miss Holbrook told of the repeated experience of children bringing crude material to the kindergarten and asking, "Can't we make something with this?" Miss Batterson said, "The first reason for the use of materials of a substantial character, such as wood, cloth, tin, leather, is that they may be made into articles which appear to the child as of use to somebody." She quoted from Professor Dewey, saying, "It is important that not only the principle of construction should be utilized, but that it should be utilized in producing things that appear to the child as needful." She continued: "He also says that real wholes should be constructed if there should be educative interest. Froebel's materials are sufficient in that they contain a world of suggestion of their ways and means for the child's creative activity. The use of the building materials stimulates in the child the desire to really make something of wood which he may carry home to some person. Herein lies the reorganization of the psychological and the social factors which we again quote from Dr. Dewey is the ultimate problem of education. In the making of an article of use the child has been allowed the opportunity of 'expressing himself in such a way as to realize social ends.'" Miss Shryver, of Ann Arbor, who was a guest on this day, among other things made a statement that the whole beautiful world is here to be discovered and lived over by the children, instead of merely being talked about or sung about. Miss Hofer indicated that the terms "outside material" and "symbolic material" were technical distinctions which could not always be maintained in daily practice; that Froebel evidently planned to provide a parallel development to the constructive and industrial impulses inherent in human nature. Mrs. Putnam suggested that at one

time all so-called Froebel material was "outside material." Mrs. Mary B. Page reminded the kindergartners that among orthodox Froebel materials are included the garden, the pets, the animals, and all direct contact with nature. Mrs. Hegner said that self-activity for self's sake, was not the ultimate purpose of cultivating the child, but that self-activity for the common good of the whole family, or the whole school, should be given equal place.

**Nature Study and Literature.**—A writer in the March number of the KINDERGARTEN MAGAZINE quotes a little poem called "Spring Flowers." In referring to it she says, "The verses are true to life, beautiful in expression and genuinely poetic in form." To all of which I am ready to agree heartily, excepting the one statement that they are "true to life." The first stanza she gives is this:

' Ere the pearly snowdrop,  
' Ere the crocus bold,  
' Ere the early primrose  
Opes its paly gold—  
Somewhere on a sunny bank  
Buttercups are bright;  
Somewhere 'neath the frozen grass  
Peeps the daisy white.

Now I have lived in the country all my life, and never have I seen buttercups before the snowdrop, or crocus and primrose. No doubt *somewhere* buttercups are bright—in the Southern States, for instance—but that, I take it, is not the real meaning of the verses. As for the statement,

Somewhere 'neath the frozen grass  
Peeps the daisy white.

I find it difficult to believe that it could be true under any circumstances. I do not think any flower could be in bloom *underneath* the frozen grass, for by the time the plant had warmed into life sufficient to bloom the grass would be springing up. As I write (March 30) there is already a thick carpet of green spread over the fields, but not even a dandelion is to be seen; yet my eldest boy brought me hepaticas two weeks ago. The grass is quite high when the buttercup comes, and the daisy comes still later. When the grass is high enough to be cut down for hay in July, the fields are white with daisies. The second stanza given would certainly be a beautiful description of our purple hepatica, the two lines

Purple with the north wind,  
Yet alert and bold,

seem to me especially apt as applying to the hepatica (or liverwort), but in what respect does the stanza apply to buttercups and daisies, who certainly love the soft southern breezes? On page 74, of "Merry Songs and Games," there is a song the words of which seem to have formed a part of the original poem:

Buttercups and daisies,  
Oh! the pretty flowers.  
Coming 'ere the springtime  
To tell of sunny hours.  
*While the trees are leafless*  
*While the fields are bare,*  
Buttercups and daisies fine  
Spring up here and there.

The italics are mine. It seems incredible that anything so untrue to nature should find a place in a volume of kindergarten songs. The second stanza is identical with the first quoted by Mrs. Starrett, while in place of the one beginning "Little hardy flowers" is a third, not so

beautiful, and referring especially to daisies and buttercups. I should like to know the original form of this poem, and by whom written. The writer knew how to express her ideas in poetic form, but in regard to *facts* she is somewhat mistaken, unless my recollection is seriously at fault. If anyone has seen buttercups before the snowdrop, etc., or daisies "neath the frozen grass," I would be grateful for a knowledge of the fact. The verses are too beautiful not to wish they were perfectly true, but Mrs. Starrett claims that literature should be "a genuine expression of thought and feeling and observation," so that I am sure she will be glad to have her attention called to this, and if I am mistaken in my recollection of what I have observed, I shall be equally glad to be set right. Could not the form of the poem be preserved and the names of other flowers substituted? The following is offered as a suggestion:

Hepatica and blood-root,  
Oh! the pretty flowers,  
Coming in the springtime  
To tell of sunny hours.  
While the trees are leafless,  
While the fields are bare,  
Hardy little wildflowers  
Spring up here and there.

'Ere the pearly snowdrop,  
'Ere the crocus bold,  
'Ere the early primrose  
Opes its paly gold—  
Somewhere on a sunny bank  
The liverwort blooms bright,  
Somewhere underneath the leaves  
Peeps the wind-flower white.

Little hardy flowers,  
Like the children poor,  
Playing in their sturdy health  
By their mother's door;  
Purple with the northwind,  
Yet alert and bold,  
Fearing not and caring not  
Though they be a-cold.

Welcome purple liverwort,  
Welcome wind-flower white;  
Ye are to my spirit,  
Beauty and delight.  
Coming in the springtime,  
Of sunny hours to tell,  
Speaking to our hearts of Him  
Who "doeth all things well."

—Phyllis Wardle.

PHILADELPHIA'S Kindergarten Circle has been especially honored this year. Not only has it been the scene of interest and enthusiasm in the coming together of the greatest thinkers in the pedagogical field for the I. K. U. convention, but again during the last month has it received a fresh stock of inspiration from the first of these leaders. On March 14 and 16, under the auspices of the Philadelphia branch of the I. K. U., the Froebel Union, and the Alumni of Mrs. Van Kirk's Training School for Kindergartners, Miss Susan E. Blow delivered two exceedingly interesting and valuable lectures on "Great Literature" and "Symbolism." On Tuesday afternoon, April 5, the Philadelphia branch of the I. K. U. held a regular stated meeting at the Philadelphia normal school. In the absence of the president, Miss Anna W. Williams, Mrs. Van Kirk presided. The corresponding secretary read a letter from Mrs. Constance Mackenzie Durham, written upon the receipt of the resolutions sent to her upon her resignation as president of the society.

In another letter to the association Mrs. Durham writes: "The little Santo Domingo twig of the Philadelphia branch sends its message of good cheer for the New Year, and a report that, small as it is, it is full of life and flourishing. As week by week the curious phases of this interesting tropical life have become somewhat familiar, and have settled into their proper places, I have been putting them together in my mind, and in trying to do so have realized as never before the difficulties that must beset the establishment of a kindergarten in countries in which the kindergarten is yet unknown, and where at the same time unfamiliar conditions and a new language confront a pioneer. I have by no means made any attempt toward introducing the kindergarten; but for one who had it in contemplation there would be an infinite deal to be done for her in the way of preliminary in this unprepared place before it would be possible to take the step. Besides, though not insuperable obstacles by any means, as many a determined kindergartner has proved, fluency of speech and an acquaintance with the processes of life around these children are matters of slow acquisition to the foreigner. I see the great bulls, wooden-yoked and patient, dragging the odd carts full of cane to the mills. I see the grinding and the sugarmaking process, and readily follow it all from beginning to end. But it takes opportunity and time to follow back the cane to the planting, or the bull to the stall and manner of living. Oranges, limes, citrons, cocoanuts, bananas, are all around us. But their individual ways of developing are strange to me and unaccustomed. A coy bit of lizard darts up the wall before my eyes as I write. What do I know of his life and his household economy? The children know more about it than I do. One gains much raw material in three months, but little is sorted and complete. These are some of the material difficulties. But the inert condition of the people, and their uncivilized ignorance, are obstacles far greater. Nevertheless the kindergarten will undoubtedly reach this place, and all places like it, if one only give it time enough. Much can be done indirectly until direct means are possible." A most interesting discussion of "The Growth of Reason Through the Use of Symbolism" was presented by Miss R. S. Van Haagen, who spoke of the attraction of symbolism to kindergartners on account of its being a means of growth.—*Emilie Jacobs, Home Secretary.*

THE Connecticut Valley Kindergarten Association, of which Miss Fanniebelle Curtis is president, held a meeting in Hartford, at the Arsenal Kindergarten, near Nineteenth St. Principal Twitchell, of the Arsenal school, gave the visitors a cordial welcome, and spoke of his appreciation of the work of the kindergarten. Miss Margaret Hubbell, of New Britain, then read an interesting and suggestive paper on "Music in the Kindergarten." Miss Hubbell dealt particularly with the care of the vocal organs during the first six years of children's lives, the importance of correct breathing habits, the range of songs, and with tone quality. Music is one of the most important methods of developing children's emotions. We must study the physical side of this development. A child's voice cannot be treated as an adult's, and the attention given to children under six should be different from that given to children of eight. Musical education should begin in the cradle, as far as the care of the vocal organs figures. It is in the cradle that a child is liable to form the habit of sleeping with his mouth open. If children come running to school cold winter mornings with their mouths open Jack Frost is painting on their throats the same pictures he is painting on the kindergarten windows. It is important to teach children to sing with the proper tone quality. The first song could contain only a single tone,

the second two, the third three, and so on. Many children whose vocal organs are normal, and whose ears hear correctly, get into the habit of singing on one or two tones, or off the key, because the songs aim too high or too low, and the air is too difficult. If children sing high notes without a strain or contraction, with the right tone quality, and low notes without any harshness, there is little danger of injuring their voices. Only those who have learned to distinguish a pure head-tone should attempt high notes. Kindergartners above all people should be able to distinguish between a pure tone and one that is incorrect. A luncheon served in the hall at 12:30, for which arrangements had been made by a committee, with Miss Anne Burr Wilson as chairman, proved a pleasant social feature of the occasion. In the afternoon Miss Lucy Wheelock, of Boston, president of the International Kindergarten Union, read an able paper on "The Kindergarten's Life School," opening with the trenchant sentence: "The kindergartner belongs to a profession, not a procession." The kindergartner learns most valuable lessons from the school of experience. Principles are the only eternal verities, while methods vary with different educational stages and in accordance with varying individualities, and the kindergartner must distinguish through her own thought and experiences between a principle and a method. Understanding of the relation between motor-activity and mental development may interpret for her in a new light one phase of kindergarten play. Concluding, Miss Wheelock said of the kindergartner: "She needs to study more the grandest objects of sense and thought common to all climates and civilizations. The sky, the wood, the waters, the storm, life, death, the hope and vision of eternity—these are images that unite themselves in poetry in every human soul. Willing to teach or to be taught, to learn with learners, the true kindergartner knows that every day is her beginning, for it dawns in the land of childhood."

**The Kindergarten Salary Appeal.**—We, the kindergartners in the Chicago public schools, ask a regular yearly increase for our experience. Said increase to be three-fifths of the yearly increase of the primary teacher, until a maximum of \$800 be reached. That is, if the primary teacher receives an increase of \$50 a year, the kindergartner's increase shall be \$30. Under the present conditions we would seem to be worth only \$500 a year to the board, which is equivalent to \$1.59 per day, about the same as that paid for ordinary labor. The grade teacher states she cannot live upon \$800. How can a kindergartner in the same city, subject to the same demands, live upon \$500? In consideration of our two years of special training and practice, at our own expense, and the fact that we meet all the requirements made by the board of education, does not this entitle us to a living salary at least? It is said that we are not legally a part of the school system. How can this be reconciled with the fact that we are assessed for the pension fund, and our membership is counted in the regular membership of the school, thereby increasing the salaries of the principals? It is also said there is no money with which to grant our request. This has been the argument for the past three years, but during that time about forty new kindergartens have been established. Does this seem to indicate a lack of funds? Finally, as professionally trained teachers of little children in the first important years of their lives, are we not of more value educationally at the end of six years' service than at the end of one year? and have we not a right to ask the same recognition of our experience that is granted in every other department under the board?

In support of the above petition the Chicago Kindergarten Club passed this resolution: Be it resolved, That the Chicago Kindergarten

Club indorse the action of the kindergartners of the Chicago public schools in regard to a regular yearly increase of salary according to experience.

The following kindergarten training teachers of Chicago indorse the action of the kindergarten teachers in the public schools asking for an increase of salary: Anna E. Allen, Chicago Normal School; Eva E. Whitmore, Anna E. Bryan, Chicago Free Kindergarten Association; Amalie Hofer, Mary Boomer Page, Frances E. Newton, Chicago Kindergarten Institute; Alice H. Putnam, Bertha Payne, Chicago Froebel Association.

Mrs. Ellen M. Henrotin adds her sanction to the movement in the following letter: "It gives me great pleasure to indorse the circular of the kindergartners of Chicago asking for an increase of salary. It is certainly only just that this body of teachers should secure the same advance as that demanded by the grade teachers, and be compensated by a yearly increase for the experience gained and the added proficiency consequent on such experience. The kindergarten is now an integral part of our public school system, and the teachers now work under the same conditions as do those of the grammar and high schools. The teachers should certainly be recompensed for their labors on the same scale of salaries. I am, therefore, happy to indorse the circular letter."

Miss Elizabeth Harrison says: "It seems to me that recognition of the increased value which increased experience gives to a kindergarten should be recognized by an increase of salary proportionate to the increase of teachers of higher grades. This is but simple justice."

Mr. William L. Tomlins has resigned his conductorship of the Chicago Apollo Musical Club, after twenty-three years' service, in order to pursue his work with children's choruses. We take the following from his letter of resignation, which expresses his ideals of the child's voice: "Many of you remember the children's choruses which were first organized during the earlier years of my association with this club. Through these classes it was sought to spread the faculty of song amongst the masses of the young in this city. I believed then as now, that pure voice is the birthright of the many, by means of which one may reach to the heart of a child, making for strength as well as beauty. The design of the work and the means employed marked a wide departure from traditional aims and methods, and appealed to the community, arousing a degree of interest which was sustained for a number of years. From time to time the children gave concerts, and in this way the musical worth of the work secured generous appreciation. During these years, however, this movement has been pursued along lines deeper than concert preparation; gradually yet surely it has been gaining recognition as an art force, destined, perhaps, to become a great factor in general education, until today, though scarce twenty years old, it is attracting the attention of thoughtful men and women all over the country. In the last year or two I have been called upon to address over a hundred large audiences in scores of places, among which might be named many of the chief cities from New York to San Francisco, always with one result—teachers and parents eager to learn what it may do for the children, and how. That it has been given me to stand for this work in seedtime and harvest, I am overborne with gratitude; this enrichment, however, entails deep obligations which may not longer remain unfulfilled. I have abounding faith in this work for children, which, unsought, has come to me in all these years, and, God willing, shall devote to it, unreservedly, the rest of my professional life."

**Mothers' Congress.**—The second annual convention of the National Congress of Mothers will gather in Washington, D. C., from May 2 to 7 with the Ebbitt House as hotel headquarters, and holding sessions at the Grand Opera House. The following prominent men and women will have part in the program: Dr. A. Graham Bell, Mrs. Harriet Lincoln Coolidge, Prof. Theodore F. Seward, Mrs. Mary Lowe Dickinson, Dr. Minot J. Savage, Mrs. Mary E. Mumford, Dr. E. M. Gallandet, Dr. W. N. Hailmann, Mrs. Mary Wright Sewall, Miss Mary E. Burt, Dr. Elmer Gates, Mrs. Alma Calder Johnston, Mrs. Lillie Devereaux Blake, Miss Mari Ruef Hofer, Mrs. Frank Heller, Miss Mary F. Ledyard, Mrs. Margaret Bottome, and many others, including the speakers on last year's program, to whom one session will be given, to be called speakers' day. There are to be in all, during the six days the congress is in session, between fifty and sixty addresses from men and women well known throughout the country. Definite state organization will be effected at the Second Congress of Mothers, and duly accredited delegates from organizations working along similar lines will be entitled to vote upon and amend the constitution and by-laws presented. Each club of not less than five members will be entitled to a delegate. Clubs of twenty members or more will be entitled to two. Delegates from general organizations will be most welcome, and will have special courtesies extended to them, but will not be allowed to vote upon constitution and by-laws. Visitors will also be welcome. Special railroad rates have been secured over the main roads throughout the country—one and one-third fare for the round trip.

SUPT. THOS. BALLIET, of Springfield, makes the following suggestive comment in an able paper on nature study: "Little children have many things in common with primitive man, although it is possible to press the analogy too far. Recent studies in psychology seem to indicate what might be thought antecedently probable, that as there are rudimentary organs in the human body once functionally active in the lower animals from which they have been inherited, so there are rudimentary instincts and impulses in the soul which have been inherited from primitive man, and some of them possibly from lower forms of animal life. These instincts are gradually repressed, and at all events overshadowed by the development of the higher psychic powers of the adult mind, and are, therefore, more active in the immature mental life of the child than in that of the mature man and woman. This is one reason why adults find it so hard to enter sympathetically into the lives of children; they have, to a large extent, lost or suppressed the impulses and instincts which are dominant in the child's mind and determine its likes and dislikes, its longings, its aspirations, and its desires. These instincts largely determine its views of, and feelings toward, nature.

THE kindergarten is now a well-established feature of the Omaha public school system. A number of new kindergartens have been opened during the past year, and still the cry goes forth of overcrowded rooms, attesting the kind feeling of the people toward the work. The kindergarten corps numbers sixty-eight, including directors, assistants and volunteers, Miss Charline P. Morgan filling the position of supervisor and acting as principal of the training school. A monthly class, held in different sections of the city, gathers mothers and kindergartners for the study of Froebel's Mother Plays. A more intelligent interest in the work of the kindergartens, not confined to mothers but among grade teachers and principals as well, may be traced to this branch of

the work. During the Trans-Mississippi Exposition, and the attending congresses of the coming summer, the Omaha kindergartners hope to welcome many eastern friends.

THE Educational Convention at the Trans-Mississippi Exposition will consist of five general meetings and numerous sessions of sections, departments and congresses. For the general meetings the program will provide addresses by educators of national reputation upon topics of general educational interest. The conferences will be under the direction of leading specialists in each field, as follows: School Boards, arranged by Hon. J. H. Trewin, Lansing, Iowa.; Secondary Schools and Colleges, Pres. James H. Baker, University of Colorado; Teachers of Deaf and Blind, Prof. J. A. Gillespie, of Omaha; Teachers of History, Prof. F. M. Fling, University of Nebraska; Teachers of English, Prof. Hopkins, University of Kansas; teachers of Science, Prof. Charles E. Bessey, University of Nebraska; Teachers of Music, Prof. C. H. Congdon, St. Paul, Minn. There will also be conferences to discuss rural schools, manual training, teachers of drawing, kindergartens and child study.

THE Second Annual Congress of the mothers of South Dakota will be held in Aberdeen, May 18, 19 and 20, the second week following the National Congress of Mothers at Washington, that those who are unable to reach Washington may at Aberdeen get much of the spirit of the larger gathering. The officers of the South Dakota Congress this year are: Executive committee: Edna M. Whited, Doland, president; Mrs. J. H. Perry, Aberdeen, first vice-president; Mrs. C. T. Howard, Redfield, second vice-president; Mrs. W. J. Norton, Doland, third vice-president; Mrs. E. F. McCoy, Aberdeen, recording secretary; Mrs. L. A. Owen, Ashton, corresponding secretary; Mrs. E. B. Korn, Doland, treasurer. Chairmen of committees: finance, Madam Billingshurst, Ashton; arrangements, Mrs. F. E. Granger, Aberdeen; transportation, Mrs. C. H. Scott, Aberdeen; entertainment, Miss Coral Stevens, Redfield; reception, Mrs. J. A. Pickler, Faulkton.

THE regular monthly meeting of the St. Louis Froebel Society was held at the Crow school Saturday, March 26. The president, Miss Mary C. McCulloch, made some special announcements in regard to preparations for the joint celebration, namely, the twenty-fifth anniversary of the St. Louis kindergartens and tenth anniversary of the St. Louis Froebel Society, to be held April 19, 20, and 21. Mr. Wm. M. Bryant then read a very interesting and instructive paper on "The Greek Games." Mr. Bryant laid especial stress on the Greek's demand for an all-round development—the blending of physical, mental, and moral. He then traced the analogy between the Greek games and the kindergarten in a most beautiful and interesting way.—*Nellie L. Paterson, Secretary.*

MRS. JESSIE L. GAYNOR, composer of "Songs of the Child World," together with her little daughter, presented some of the characteristic songs of her collection by giving a recital in April in Chicago. The following subjects were treated by Mrs. Gaynor: In regard to tone relationship, Rhythmic relationship, and Quality of tone. This discussion was followed by the rendering of songs classified into three groups, as follows: characteristic songs, nature songs, songs of imagination. Fresh songs are always to be desired by kindergartners, but it is well to be faithful to the symbolic function of the same. The gesture song is not necessarily a means of self-expression for the active child. We especially call the attention of young kindergartners to this distinction.



**Who Will Answer?**—Will you kindly tell us whether the story mentioned by Sara E. Wiltse in her book, "Place of Story in Early Education," entitled "Fairy Tell True," is in print, and if so, where? What story or stories would you recommend a mother to tell a little boy who was rude and unkind, and inclined to torment younger brothers and sisters? Do you know where the little poem can be found which begins, "When I am a man, a man, I'll be a blacksmith if I can and I can." As I remember it there are many verses, each telling of a different trade. Will some one kindly forward it to the KINDERGARTEN MAGAZINE?—*Subscriber.*

A HUNDRED full-page reproductions from great and good paintings, or sculptured subjects, have appeared in the KINDERGARTEN MAGAZINE during the past ten years, all of which were selected with peculiar reference to the work with children. As the editor goes from kindergarten to kindergarten in the east or west, or north or south, the great service rendered by these pictures is confessed on every wall and chart. The editor's plans include some choice reproductions from modern artists during the coming volume. Penny prints can be secured.

THE paper which appeared in our March issue, by Miss Nina C. Vandewalker, was originally presented before the Normal section of the Wisconsin Teachers' Association. The first step is to secure state provision for public kindergartens; the second step is to secure state provision for the training of kindergartners. Such work as that being done by Miss Vandewalker in the Wisconsin State Normal School is making both of these steps inevitable to the state.

THE movement for an observance of a "Bird Day" originated with Superintendent Babcock of the schools of Oil City, Pa. The Agricultural Department at Washington adopted the idea and sent an appeal to the schools throughout the country to devote a day to be set apart once a year, or to be combined with Arbor Day, for instruction in the value of our native birds and the means of protecting them from wanton destruction.

THE Woman's Club of Wilmette, Ill., secured the public school kindergarten for their village by taking an active part, circulating a petition for a special election, voting and rounding up the voters to the polls. The result was an overwhelming majority in favor of the kindergarten. They now have a large kindergarten, and would have a larger if they had room for it.

MISS EDNA M. WHITED, president of the South Dakota Mothers' Congress, spent the month of April visiting educational interests in Chicago, en route for the National Congress of Mothers at Washington. As a teacher in the public school, Miss Whited finds that the great state of South Dakota is not so far behind the city of Chicago in its educational enterprises.

KALAMAZOO, MICH., has two public kindergartens, supported by the People's Church, of which Mrs. Caroline Bartlett-Crane is pastor. One hundred and thirty-four children attend these two schools, one of which is now four years old. Kalamazoo is a city of 25,000, which should have a kindergarten for every primary school in its public system.

MISS AMALIE HOFER will conduct a special study course of the Froebel Mother-Play Book from July 11-16 inclusive at the Chautauqua Summer School.

As prevalent as electricity in nature is the play spirit in childhood and youth. And as electricity supersedes the more clumsy means of doing the world's work, so can the play spirit be utilized to supersede the more clumsy methods of education.—*Willette A. Allen, Principal of Atlanta, Ga., Kindergarten Normal School.*

THE ten volumes of the KINDERGARTEN MAGAZINE, published since May, 1888, contain 5,000 printed pages, which have been furnished our readers at an average expense of fifteen dollars! Is that too much to pay for a professional library, which includes a history of your cause at the same time?

AS the KINDERGARTEN MAGAZINE goes to press the St. Louis public kindergartens are celebrating the twenty-fifth anniversary of their establishment as the pioneers of the great movement. An account of the exercises will be given in the June number.

MISS MARI R. HOFER gave two informal lectures on the afternoon and evening of March 11 to Albany kindergartners and teachers. Much enthusiasm was expressed, and plans are being made to have Miss Hofer give a course of lectures in the fall.

A LITTLE Ohio girl opened a kindergarten at her home during the spring vacation to start a Cuban relief fund. The first day she had six little girls in attendance, ranging in age from  $4\frac{1}{2}$  to 10 years, each paying a cent for tuition.

SEVENTEEN young women will be graduated in June from the T. E. Bowman Memorial Kindergarten Training School of Topeka, Kan., which is under the direction of Mrs. E. Davidson Worden.

MRS. MARY BOOMER PAGE, of the Chicago Kindergarten Institute, will conduct the kindergarten and superintend the kindergarten normal class, conducted under the Pedagogical department of the Cook County Summer School.

DR. SMITH BAKER, of Utica, N. Y., gave a very helpful course of lectures during the last of March and first of April, before the Cincinnati Training School for Kindergartners.

MISS MARY E. McDOWELL addressed the Child and Home Department of the Evanston Woman's Club, April 5, on "The Mother and Child in the Great City."

APRIL 11, the Kraus Alumni Kindergarten Association gave a reception at the Hotel San Remo, New York city, for Miss Susan Blow and Miss Lucy Wheelock.

THE playground of the Northwestern University settlement has been enriched by the planting of fifty-six trees at an expense of nearly \$400.

THE Kindergarten Club of Chicago is planning for an exhibit of children's work and the use of typical materials at its first meeting next year.

THE mothers of Michigan are to hold a state congress at Detroit the first week in May with Miss Harriet Marsh at the head.

MRS. ALICE H. PUTNAM will present the kindergarten lectures at the Cook County summer school.

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Vol. 10

JUNE 1898

No. 10

## KINDERGARTEN MAGAZINE



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**AMALIE HOFER, Editor.**

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# KINDERGARTEN MAGAZINE

*Vol. X.—JUNE, 1898.—No. 10.*

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## THE KEILHAU OF AMERICA.

AN EXPERIMENT IN EDUCATIONAL HOME TRAINING.

RUTH GREY.

**I**T seems to have become an established fact, especially in the minds of Chicagoans, that Chicago is the hub of the kindergarten universe. And one somewhat versed in the ways of the kindergarten and primary worlds is almost tempted to believe that there is some foundation for the sublime egotism since she has gone the rounds of the seven or eight different training schools; has visited the kindergartens; the pedagogical department and primary school of the University, with Dr. John Dewey at its head; Colonel Parker at the normal school, and the enthusiastic principals of several of the public schools, all of whom consciously or unconsciously are furthering the cause of both Pestalozzi and Froebel. Their profound respect for the child, and fearlessness in experimenting; their lack of the paralyzing sort of conservatism; their conspicuous independence of thought, and their freedom and enthusiastic interest in the cause of education are as breezy and impelling as their famous lake winds.

However, vastly engaging as it would be, this article is not to consider the Chicago work as a whole. It must confine itself to one phase only, and not necessarily a less interesting phase, even though it is, as yet, but little known.

They who have sojourned a few days at the Gertrude House will not soon forget it. It is the home corner established by the directors of the Chicago Kindergarten Insti-

tute when they began their training work together a few years ago. They felt the necessity not only of concentrating energy and of supplying for their out-of-town pupils a vitalizing sort of atmosphere, impossible to be found in a city boarding house, but also of training young women in home-making ideals, considering this to be the true foundation for their professional training as kindergartners.

Gertrude House is coöperative and clublike in character—a coöperative home club, in fact. It is a home, if that means a place where one finds physical, mental, and moral strength, peace, rest, and companionship; a club in that it is self-governing and free. In it everyone has her share of responsibility, work, and expense. But this does not give any idea of the inner life of the family.

While there I often thought of the report of Superintendent Zech, who was sent to inspect Froebel's Educational Institute at Keilhau. He said: "I found here what is never seen in actual practical life—a thoroughly and intimately united family of at least sixty members (only about thirty-five in this case) living in quiet harmony, all showing that they gladly perform the duties of their very different positions; a family held together by the strong ties of mutual confidence, and in which, consequently, every member seeks the interest of the whole, where all things thrive in joy and love, apparently without effort. . . . Perfectly free and equal among themselves, reminded of their privileges of rank and birth neither by their attire nor by their names—for each pupil is called only by his Christian name. The pupils, great and small, live in joyousness and serenity, freely intermingling, as if each obeyed only his own law, like the sons of one father. . . . The agreeable impression of the institution as a whole is increased by the domestic order which is everywhere manifest, and which alone can give coherence to so large a family by a punctuality free from all pedantry, and by a cleanliness which is rarely met in so high a degree in educational institutions."

Let me tell you about my visit to this House of Gertrude, named for Pestalozzi's ideal woman.

From the outside the building is not attractive, either in itself or its surroundings, it having been chosen because it was approximately near, as Chicago counts nearness, to the Chicago University Settlement, the headquarters for a year or two of the training work of the institute. In it there are six apartments or flats, and the inconspicuous doorway is flanked on one side by a grocery store and on the other by a bakery. The electric cars pass the door every few minutes, and the street is bustling, busy, and noisy; but one forgets it all after she is once inside.

We ascended the narrow stairway of clean white marble, and the little, white-capped maid who answered our ring ushered us into a square hall filled with sunshine streaming through a south window. Hearing the voices of children, we entered a door at the right and found ourselves in the kindergarten. Mrs. Page, one of the directors of the institute, is the presiding genius of this place, and her friendly, cordial greeting made us feel at home at once. The rooms, though not large, were filled with light and freshness. Pictures, flowers, and plants were everywhere, and a general air of delightfulness, fascinating to an old kindergartner, pervaded the place.

"But where are the children?" I asked. Only six were there, though, to be sure, they were happy enough for sixty. And what do you suppose they were doing? Bending with flushed cheeks and trembling hands over a piece of pricking or fine sewing? Moving little one-inch cubes around, making imaginary wonders at the dictation of their teacher? Ah, no—I had almost said, God forbid!—they were only doing what is the heart's delight of all normal children, helping in the work of their elders. With sleeves rolled above dimpled elbows, and quite covered otherwise with white oilcloth "bibs," these babies were washing potatoes for the noon meal, thereby helping the cook. Their merry laughter was echoed by another group of children whom we met later dusting the halls; not under the supervision of their teacher, as we observed, but together with her. We also were told that sometimes they actually helped to make

a bed or two, and had even swarmed the lunch room, appropriating to their own use the tables and gas stove for the making of biscuit and "johnnycake."

Does someone gasp and ask what there is pedagogical about this? Kipling-like we answer, "That is another story."



Caroline C. Cronise, House Mother.

At lunch, which was served from twelve until two o'clock, we met the pupils of the institute who "cadet" in the kindergartens every morning. They came in by twos and threes, as varied in appearance as possible; tall and short, stout and thin, merry and quiet, but all characterized by that indescribable something which radiates from every young woman who, having passed the schoolgirl age, has,

so to speak, taken her life in her own hands; has chosen deliberately a certain line of work, and is giving herself to it with all earnestness and sincerity.

I am confident that you never saw anything more unique than the Gertrude House method of serving lunch. The House mother told me that it is as yet the only way discovered to settle a perplexing problem. The tables were daintily laid with lunch napkins and decorated with flowers and plants. At each place was a plate with the necessary silver. The "cold things" were on the sideboard, and the warm things, the *menu* for which was hung upon the kitchen door, were passed through the slide, the cook, contrary to all previous experience, smiling broadly whenever the hungry girls called out, "I'll take everything, please, Christine!" And "everything" was good. After lunch we declined the many offers of help, and following the example of others, cleansed our own dishes in the near-by "butler's pantry" (one of the six bathrooms of the house arranged conveniently for this sole purpose), replacing them on the table for a later arrival. We noticed, by the way, how strict and merry was the economy practiced in the use of extra dishes, silver, or glass, and how eagerly the offer of warm, soapy, "second-hand dishwater" was accepted when only a few pieces had passed through it.

In the afternoon we visited the classes. A gift lesson in the dining-room claimed our attention for awhile. A "Mother-Play" talk in the kindergarten was made fascinating by a chance baby visitor who, to her own great joy and satisfaction, though in utter unconsciousness of the fact, was used to illustrate the main point in the lesson. The several principals of the kindergartens connected with the institute were in the library discussing ways and means of coöperation, and it rejoiced our hearts to find how united the graduates of different training schools could be when working for a common end.

Speaking of that baby visitor reminds me of what was told me concerning other children who have helped to make up the everyday history of the House. The first to

come was a little waif, motherless, homeless, friendless, and of African blood. The question as to whether he should receive shelter and care until a home could be found for him was a grave one, and gravely considered, being finally settled by each member spontaneously declaring herself willing to "mother" him at least a week. It is needless to say that the pledges were faithfully carried out until a day arrived when the House mother triumphantly bore him away to Missouri, to a home on a farm in a "white" family of culture and considerable means. Reports prove the whole experiment to have been a happy one, and little Mouchèt is growing up with the idea of going South some day to teach his people to be "clean and good." Another boy, beautiful and winsome, passed several weeks at the House with his mother. He was four years old, but could answer the cheery greetings of the family only with his smile and a look of wonder and amazement in his eyes. He could neither hear nor speak. A little lassie, born in Chili, and not yet three years old, stopped with this unique family while the stork made a visit to her missionary parents, home on a "furlough," and Baby Mary's sayings are still quoted by her devoted friends. Another little girl, eight years of age, is a regular member of the family, and attends a neighboring school. She goes about like incarnate sunshine, quiet and beaming, and is happiest when sharing the work and responsibility of her grown-up sisters. I was much impressed with the influence of this home touch of child life on the lives of these young women, and I believe the result of such a practical sort of training will be incalculable.

But we found that life was not all seriousness and responsibility there; work and play, earnest labor and recreation seemed to be pretty evenly balanced. We were told that much pure fun, like the beans in a missionary barrel, trickles round about and in and through the real business of each day. The joy of an unexpected evening of leisure is as apt as not, and on an hour's notice, to find vent in some form of masquerade, a candy pull, or a "popcorn ball."

The Hallowe'en myth party has come to be the annual celebration of the close of the "Story" class, and on this occasion Jove, Neptune, and Mercury; Juno, Psyche, and Persephone; Siegfried, Brunhilde, and Wotan, all lay aside their dignity and descend to frolic with Little Red Riding Hood and Mother Goose, with Mary and her "little lamb."

And further, from what we saw and heard we judged that rhymes thrive in this atmosphere as easily as blackberries in a June sun. The following are a few samples:

On occasions we heard this from the juniors, given with great emphasis and fervor:

"Juniors, juniors, C. K. I.,  
Juniors, juniors, never say die.  
No cranks in our ranks,  
Baz-z-z-o-o-o-o-o-o."

They usually met with what seemed a spontaneous, musical reply:

"Merry little juniors, in the other room,  
How we love to hear you laugh and sweetly croon.  
We with little children love to work and play;  
The lesson of sweet unity we're learning every day."

Or, if at dinner, the reply might come in the form of a "toast song"—

"Let every good senior come fill up her glass,  
*Vive la compaigné!*  
And drink to the health of our unified class,  
*Vive la compaigné!*  
Drink to our mother so tender and true;  
Drink to our sisters, the little ones too;  
Reveal our own essence in all that we do;  
*Vive la compaigné!*"

The following bits were copied from some "house papers" descriptive of a Valentine day and Hallowe'en party:

Nor was this the end of Cupid;  
Still he haunted House of Gertrude;  
Still on every hand we found him.  
Hearts for breakfast, lunch, and dinner;  
Hearts of paper, toast, and turnips,  
Hearts of bread and of potatoes,  
Hearts of pudding rare and luscious;

Even *pickled heart beets* had we,  
 Then by hand of loving mother,  
 After long and hearty laughter,  
 Hearts to bed did softly light us.

But some really beautiful things have been written by these young women, among them two "graces," one for the morning, the other for the evening meal:

For the glory of the morning,  
 And the starry rest of night,  
 For home and friends and love and mind,  
 Life's fullness of delight,  
 We would bring, as our thanksgiving,  
 A true and open heart,  
 And a wish that in God's beauty  
 We, too, may be a part.

The following is sung at the evening dinner:

Father of all, Thine own we are;  
 Thine is our strength, our power;  
 Thou art our life; we long to be  
 Conscious of Thee each hour—  
 Consciously Thine each hour.

The singing there seemed unusually sweet and sincere, and I found that not only did they receive careful training in the class, but also at odd times in the home. For instance, on Sunday mornings, after breakfast, a few moments are spent together by the entire household, a short portion of the Scriptures is read and they then sing two or three favorite hymns chosen from their own slowly growing mimeographed book of songs. Their leader and teacher never allows them to sing in a careless manner, and her gracious hints and gentle suggestions at these times are emphasized at the regular Sunday evening practice of such hymns as are found worthy to be added to their collection.

We heard a great deal said about "House meeting," but our curiosity received no satisfaction until we had experienced one. When Friday night came we did not know whether we were going to a prayer meeting, a club meeting, or a sewing bee. We found it neither one, but like all three. Imagine, if you can, thirty or more young women,



arrayed in light gowns of delicate coloring, grouped in unconscious attitudes of grace on chairs or on cushions on the floor, most of them busy with some light bit of work—even stocking darning being glorified in this atmosphere. For a background, or setting, a long, narrow room, a few pieces of dark, polished furniture reflecting, as in a mirror, light and color, green and rose-colored draperies and pictured walls,



A Study Hour.

and over all the soft, warm glow of lamp and candle light, made softer and warmer by rose-colored shades, the air laden with the perfume radiating from a towering bouquet of long-stemmed American beauty roses. Do you see it? I hope so.

But the thing which one *felt* the most was not that outward view—those strong, artistic effects, beautiful and appealing as they were. It was the utter absence of posing or

sickly sentimentality; it was the naturalness, the simplicity, the wholesomeness, the "hominess," the health of it all; the subdued merriment, the intensified earnestness, the alert readiness of each one present. What we felt was really the spiritual side of all the outward beauty, harmony, and unity producing life and color.

After the "Fire" music from Wagner's *Seigfried*, executed in a rare manner by the musical member of the household, the House mother read a few verses of Scripture and a part of one of Whitman's poems, and turning to one of the young women asked, "What is true freedom?" Then followed a general but very quiet and thoughtful discussion of the subject, and as each new point of insight was gained, practical application was made at once to the life in the home, and to each individual's life as she went out into the world, and apt illustrations were drawn from everyday experiences for both contrast and proof. Thus one of life's great lessons was set forth as simply, unpretentiously, and convincingly as possible, and each one present felt that she had added somewhat to the final conclusion and was therefore responsible to act her part in carrying it out; and nothing which could be of comfort to the household, or to any one individual in it, was thought to be too small or lowly for consideration. Mousetraps and meat skewers both came into the discussion on this night in question. Dress braids and bureau drawers, the proper place for the dusters or the dishcloths, was to them but the practical expression of the loftiest ethics. But the House meeting was not concluded with the discussion. It seems that it is the custom at each meeting to appoint one member of the family to keep a chronicle of events, and this fortnightly record is always looked forward to with great interest; but woe be-tide the unlucky member who has drawn attention to herself by any act of absentmindedness or laughable misfortune! No one escapes the stabs of the recorder's pen, not even the dignified directors. These papers are all kept and bound, each year by itself, and form a "History of Gertrude House." The paper which I heard was bright with wit, interesting in

subject-matter, and gave one a fair idea of their everyday life.

At the close, and in the hush which settled down before the evening hymn, there was divulged a secret which had been kept safely in a few hearts for many weeks. Love had crowned another member of the family, and she was soon to go forth from this larger fireside to light a hearth-fire for herself and another, and now she wished them all to know and share her joy; she wished to carry with her the love and prayers of this sisterhood, and the true home-making spirit which they had helped to demonstrate. Questioning surprise and glad sympathy were written on every face upturned to that white-clad maiden sitting there, beautiful, queenlike, and radiant, with eyes shining with love and trust as she told her joy. It was a sweet and solemn moment, and the evening hymn a fitting climax.

I confess I went away from that meeting envying that House mother, whose influence is reaching out into so many hearts and homes, new and old. And yet I devoutly hope that at least nine-tenths of those young women will follow the example of their sister, and carry brands from that hearth-fire all over our land. The residue is still needed in the profession. I have often wondered, since I came away, if that fair *fiancée* escaped entirely the felicities which one might expect from such a household of girls.

Yes, I came away—I had to; but when the last strains of “Happy journey to you” died upon the air, and I looked back at that sea of earnest, womanly faces at the top of the stairs, I vowed a vow that some day I would return and become an “inmate,” and gray-haired though I am, try to give, as heartily as those younger, the House yell—

“G-E-R-T-R-U-D-E-E-E-E-e-e-e!!”

## EGYPTIAN CHILDREN.

AUGUSTA LARNED.

**T**HE position of woman in any community has become the measure of civilization. To this estimate must be added the condition of children. Child life is receiving, in all parts of Christendom, intelligent and instructive study. It is now the scientific method to study organic life in the germ, and child life may be called the germ of humanity. The more widely this study is spread, the more intelligently its results are applied, the brighter will be the prospect of an improved race of men and women.

In the East the nurture and training of the young is still simply instinctive, or, more strictly speaking, animal. The baby of the poor fellahin woman on the Nile, whose life is that of a drawer of water or a laborer in the durra field, receives about as much attention from its parent as the young of the buffalo or sheep receive from theirs. Young life is so precocious under that fervid sun, the little one at two or three years of age becomes a self-directing, independent being.

Unclothed, save by the dark skin, which, it has been remarked, is a kind of costume in itself, the baby is thrown into the lap of Mother Nature, who is certainly kinder to her offspring in that part of the world than elsewhere. Its own impassivity is a kind of guardian angel. Dozens of white children would probably be drowned in the Nile every week if thus left unguarded, but one seldom hears of an accident among these babies, who learn to swim almost as soon as they learn to walk, and then lead an amphibious life.

They are the victims of degrading superstitions and customs, owing to the deplorable ignorance of the mothers. The civilized woman alone has a well-developed sentiment

of tenderness and sympathy toward her child. The semi-barbarous mother, though she may love her child in her own instinctive way, will entail upon it permanent injury and lifelong suffering in obedience to some superstitious whim. In this way the very poor class of children fall victims to the flies of Egypt, which are still as great a plague as they were in the time of Moses. It is said that the Arab woman is often seen slapping away the little hands of her baby who tries to drive the flies from its face; thus the little one gradually becomes insensible to the torment, and the flies are allowed to hang in clusters about the child's eyes. It is difficult to get at the true meaning of this horrible and loathsome practice. Some will tell you that the Arabs regard the flies as good angels, and therefore allow them to cluster upon their children's faces. The direct result is that Egypt has more blind children than probably any other country in the world. Ophthalmia is a national scourge. Where a predisposition to this disease exists, the slightest irritation may develop it. The torment of the flies is therefore an exciting cause. Some say they carry the disease, more or less contagious, from one to another, and thus spread it through the land.

In all the large towns primary schools are maintained, where the children of the poor are taught free of charge. The fee for instruction, when one is exacted, is very small. The instruction does not go beyond the simplest rules of arithmetic, reading, and writing, and the literal memorizing of portions or the whole of the Koran.

The young girl of the lower or middle class is brought up without instruction from books of any kind. She rarely knows how to read, and is not even taught the tenets of her religion. If her parents are wealthy and more than ordinarily intelligent she may be taught some of the rudiments of knowledge; but embroidery is the only serious labor in the harem. It brings in money when sold by agents in the bazaars. Most of the exquisite gold and silver embroidery, done on satin and velvet, one sees in the shops is done in the harem. The girl early becomes skilled in the ornamen-

tal uses of the needle, though her plain sewing may be execrable.

The daughter of well-to-do parents, married while still a child, at the age of twelve or fourteen, is secluded in the harem from infancy. It may be said that she was born veiled. Of course she does not see her betrothed until she is married; all the preliminaries are arranged by friends or matrimonial brokers. On the last night of the prolonged wedding, often occupying ten or twelve days, the bride is unveiled in the presence of the bridegroom. Children born under such conditions, of immature and ignorant parents, are necessarily unfortunate. In some respects the children of the poor are more fortunate than those of the wealthy. They have liberty, an open-air, free life in a delicious climate; far preferable to the hothouse existence of the harem, where the young are pampered and spoiled by excessive petting and indulgence, or subject to the jealousies and cabals of the various inmates, including wives, slaves, and eunuchs.

Hampering superstitions often render Arab childhood both degraded and miserable. The boy, up to the age of eight or ten, is generally reared with his sisters, and little distinguished from them in dress and nurture. The foundation of a weak, effeminate, passionate nature is often laid in the boy, who, during his most susceptible and plastic years, lives in this form of gilded social prison, and is subject to the undisciplined control of women, often jealous and suspicious of each other. Harem cabals involve child life to a tragic degree. The first legally married wife has supremacy over the others, and her son is the natural heir, and possibly the favorite, of his father. The other wives who have sons are led to intrigue against the boy, and on occasion he may fall a victim to their machinations.

The boy, however, occupies a superior position to the girl, for in a few years he will be released from the pampering and the hatreds of the harem, and will go into the world and take his place among men. The girl can never look forward to freedom; she is always a prisoner, always de-

pendent on the will of another, always bound in the most tyrannous of social shackles. Unless she belongs to the poorest class, all she will ever know of the outer world will be gleaned by glimpses through the hideous veil with which custom shrouds her when she goes into the street. The white veil is put upon girls at an early age. When very young children of the middle class are seen abroad with their mothers or nurses they are hardly distinguishable by their dress from the very poor. The superstition of the evil eye is so prevalent and all-powerful, mothers allow their children to live in a degraded state of filth and neglect that they may escape the baleful effects of envy and malice. Their clothing is hardly better than that of beggar children. It is not an unusual sight to see a child, miserably clad, almost in rags and tatters, walking in the streets of Cairo with a veiled lady who, by the glimpses of rich garments obtainable under her black outer robe, belongs to the wealthier class.

In a tropical climate, infested with swarming insect life, the neglect from which children suffer has sad effects. I have spoken of the epidemic of blindness that afflicts great numbers, partly, doubtless, owing to the flies which harbor on young children. Other forms of vermin abound, and helpless childhood is the victim of all. The stolid, melancholy look one sees on the faces of young children comes from early acquired indifference to pain.

The child of the poorest class lives in the street—eats there and often sleeps there, rolled up in some old garment, or with no other covering than a scanty cotton shirt. In the country, among the fellahin, he may have the shelter of a mud hut at night; at all other times the ground is his table, bed, and chair. He early acquires the art of squatting on the ground and remaining passive for long periods of time, an art in which all Egyptians are proficient. He shares Mother Earth in common with poultry, mongrel dogs and cats, donkeys, and camels. He is apparently on the same level with these so-called lower animals; but he is generally lithe and graceful in form, straight as an arrow,

with charming postures and symmetry of limb such as a sculptor would delight to model. He is also capable of great and long-protracted endurance when the reward of "backsheesh" is offered as an incentive to exertion. A donkey boy of eight or ten will run easily sixteen or eighteen miles over rough ground, and unshod, urging his beast with whip and voice, without showing fatigue.

It is impossible to describe the filth and degradation of an Egyptian mud village, where children literally swarm.



A Nile Mud Village.

Nile mud, dried in the sun, is the only building material within reach of the cultivators of the soil. Each hut has generally a small, open space in front, inclosed by a mud wall. The wall itself is topped by pigeon houses, from which pigeons rise in dense flocks over all the hamlets along the Nile. They are kept for the sake of the fertilizer they produce, the only kind the poor fellahin can provide for his patch of soil. These dense clouds of pigeons would alone render the villages intolerably dirty and loathsome, but quantities of fowls and many domestic animals, which live on equal



terms with the human inhabitants, make it a hive of vermin, and disgusting to the sense of smell. The huts are furnished in the simplest fashion with a low, truckle bed, a piece of old matting, and a few cooking utensils. Here you find life reduced to its lowest terms, one step removed from the Bushman and the naked savage who lives in a



An Arab School.

cave. There is every reason to believe that this mode of life has come down from remote antiquity, and that the fellahin of today differ but little from the laborers of the early kings, who built the great pyramids and were driven to their work under the lash of the taskmaster. The stick has always been the symbol of Egyptian rule, and it is so today, although English control at the present time has

modified or abolished many of the evils of the past. I saw last winter hundreds of young children at work in the excavations of Karnak, under a native overseer. They were carrying away heavy baskets of earth from the diggings, and many of them were not more than six or seven years of age. The overseer, armed with a heavy whip of hippopotamus hide, kept them up to their hard task with stinging blows. It was a symbol of Egyptian history from the earliest times, and brought vividly to mind the oppression of the Children of Israel.

In the towns there are elementary schools for boys, held in the open air near some fountain, or in a poor room within doors. The pupils squat round in a circle on their heels, with their little counting machines, ink horns, and plates of tin or other metal on which they learn to calculate and write. The teacher, an impassive, stolid-looking Arab, is seated on a mat in front of the semicircle, and holds a long switch in his hand which he does not hesitate to use with vigor in case of need. The boys have a rather stupid, melancholy expression, but they are very apt and bright at learning. They recite orally passages from the Koran, the memorizing of which is the whole aim and object of education in Egypt. They sway back and forth as they study, and their voices have a shrill, high-pitched note, like a company of chattering sparrows. Their little brown fingers are wonderfully skillful in imitating the difficult characters of the Arabic alphabet. As the whole aim of Moslem education is the committing to memory of the entire Koran, a painful arrest of development is soon noted. The intellect loses its power of growth and expansion, and the boy who was so full of promise when young becomes a grown-up child as years advance, with the instincts and passions developed, a native cupidity and cunning unchecked by reason or reflection. Still the gentleness and suavity of manner is always delightful. You cannot help becoming attached to these affectionate, kindly beings, who are as docile as good-natured dogs when not roused to anger. They have so much that is kind and engaging in their ways you forget the deep calculation

that underlies the Arab good breeding and submissiveness. Children are often a great pest to the tourist. Their continual demand for "backsheesh," the manner in which they follow you in crowds, swarm upon you, and haunt your footsteps, is often exasperating; but there are always some engaging ones in the rudest village, beautiful little girls, gentle and loving boys, who win your heart by their cleverness and pretty ways.

You will forget many other incidents of travel sooner than these charming children, these wildlings of nature, who blossom out of filth and neglect along the valley of the Nile. I remember one delightful boy at Luxor who attached himself to our party in the capacity of a volunteer guide; a handsome, self-respecting, little fellow, clad in a clean blue cotton robe and white turban, who repelled with scorn and indignation the hint that he might allow flies to settle on his face. His manners were as fine as those of a little Lord Fauntleroy. He scorned to ask for "backsheesh," putting himself on the footing of a friend, and behaving in all respects like a finished gentleman. But this boy had been taught in the Scotch Presbyterian Mission School at Luxor. He was a Mohammedan, and had no idea of changing his religion, but he spoke gratefully of the means of instruction afforded him, especially in learning English.

There are now over twenty of these schools all up and down the Nile, supported by the Presbyterian Board of American Missions. They are doing incalculable good. In a religious, or rather dogmatic, sense they have not been noticeably successful, but in the spread of intelligence, good morals, and knowledge of the arts of life, their success has been most gratifying. The Coptic boys attend them in large numbers, nearly all the donkey boys you meet with on the Nile have been taught in these schools. The Copts are nominally Christians, and are believed to be descendants of the old Egyptians, but undoubtedly they are a mixed race. They speak Arabic and in nearly all respects have adopted Arabic customs. Everywhere you are ap-

proached by the Coptic boys with these words, "Me Christian. Me taught in the miss'nery school."

Egyptian children are spoilers of the tombs of the dead; like their parents they hawk about all manner of antiquities, spurious and otherwise. As a race the Arabs believe it is perfectly justifiable to cheat a Frank, and the children soon learn the trick; but with all their faults they have great quickness of perception and many engaging and charming



A Desert Family.

qualities. A proper system of instruction might change the whole aspect of Egypt and do much to modify and improve the type. The case of the girls is more hopeless. Until the slavery of the harem is abolished, the women of Egypt must remain in the childish and undeveloped condition in which they are now found. When you gain admittance to a harem it is curious to note that the inmates are mentally in the state of civilized children of eight or ten. Their babies seem mere dolls with which they are playing, and

they are amused by the veriest trifles. Unfortunately, among the better educated class, wives of the wealthy and titled, French influence is said to prevail exclusively. French is the only foreign language they are taught, and the French novel is the literature in which they delight. The mother of the Khedive is said to be a lady of culture, and well instructed in European letters, but she is, of course, a marked exception.

Egyptian childhood cannot be redeemed from its present degradation until Egyptian motherhood is lifted up. One asks will the old Sphinx, symbol of Egypt, ever awake and bestir itself, and take its place in the march of the centuries?

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### OUTDOOR NEIGHBORS.

ALICE C. BEALERT.

**D**OWN there in the shady grove,  
Along the dimpling stream,  
Are neighbors, living in sweet commune  
With never a motive mean.

The violets are these neighbors,  
White, yellow, and brightest blue,  
With a host of the pure wind-flowers  
And Spring beauties not a few.

These people, so peaceful and glad,  
Ne'er ride in carriage of state  
Along the broad, smooth roadway  
Leading up to mansion great.

But the keepers of home, are they,  
Rearing their families true,  
Busy each moment and hour  
Their simple mission to do.

Yet, from each bright doorstep  
They watch for the fairy sprite,  
Bringing the neighbors' message of love  
To the neighbor, where love is might.

FOUR WEEKS ON THE PACIFIC COAST.  
AN EDUCATIONAL TOUR OF THE THREE COAST STATES.

AMALIE HOFER.

ONLY two days until our appointed departure for California! The usual preliminaries would fill every hour as it was—when who should come to give us a lift but February Blizzard, with a magnificent display of sleet, snow, ice and blockade. Our numerous errands were canceled from the slate by Father Boreas himself. We suddenly found ourselves possessed of a profound desire to leave the land where opportunities lie as deep as January snows—a land where aspirations rise to sky-scraper heights, and where men must be heroes daily in order to live above and beyond weather—yes, we were quite willing to forego all these enterprises of our beloved Chicago for the

Vine-land and pine-land, afar in the west;  
Wine-land and shine-land, by all blessings blest.

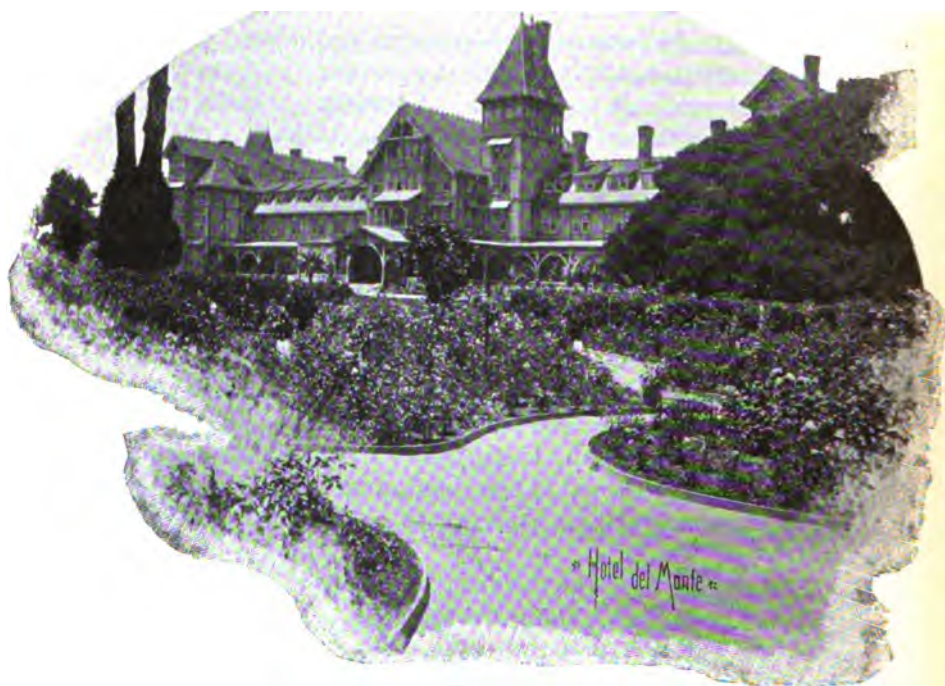
On the evening of January 28, 1898, we boarded the Santa Fe express, and by morning had crossed the State of Illinois, which is greater than the whole of England and Wales, and had crossed the great Mississippi, whose currents are familiarly mingled with all our childhood's ventures. The next two days were spent traversing Missouri, Kansas, and Colorado, reaching New Mexico by way of the great tunnel in Johnson's Cañon. The tunnel had been on fire for several days, and the order was given that passengers should walk around the brow of the mountain, perhaps a distance of one half mile, to meet the train sent forward from the other side. It was a picturesque procession which wound its narrow way through the light snow, the somber Mexicans carrying the hand baggage. Our train was waiting on the curve of the great Cañon trestle, and was soon winding its way down through the mountains. Las Vegas, Santa Fe

and Albuquerque are associated in my mind with prairie dogs, Pueblo Indians, mountain ranges, and scenes varying from winter snow peaks to valley sunshine. In Arizona the cactus-gray monotony of the landscape was broken by patches of Indians with their bright blankets and bronzed faces. History again repeated itself as the savage squaws placed the little child in the midst. In this case, however, it was a papoose, kept well blanketed until the Indian mother's demand for "much money" was satisfied, then we were allowed a peep at the black eyes and solemn baby face under the blanket. It reminded us strangely of the "pinny poppy-shows" of our youth. Looking earnestly at the bronze mother we indicated that little Andrew, a child fellow-passenger, should be allowed to see the papoose free of charge. After repeatedly demanding "ten cent" she suddenly changed her mercenary mind, and smiling a grim smile, stooped over to let Andrew peep at her baby, taking great care that no "white folks" should steal a privilege at the same time.

"Eighteen below zero" was the word as our train awoke to the early morning at Flagstaff. The snow was lying deep and white over the clearing in this extensive pine forest, only broken by the footprints of stray animals or human beings, and we turned in imagination to some remote geography lesson which asserted this to be a haunt for deer and antelope.

At daybreak of the third day we rolled through San Bernardino county and along the foothills of San Gabriel, beholding our first orange groves, soon reaching Pasadena, with its avenues of drooping peppers, spreading live oaks, and stately eucalyptus. Pasadena made good all our expectations of fair weather, fair views, and pastoral valley scenes, as contrasted with the rugged Sierra Madre Mountain background. Added to all this was the greater pleasure of meetings with brother and sister, Uncle Sanford and Aunt Kate, not to mention the little folks, rapidly growing into big folks. Our first afternoon was spent visiting the sights of San Gabriel, where the first orange grove of the state was

planted—as well as one of the first Spanish missions. Did you know that all the oranges which appear so clean and golden on our breakfast table have been scrubbed with ordinary scrubbing brushes, in ordinary wash-tubs, by all sorts and conditions of men, women, and children? Pasadena is called by some the crown of San Gabriel Valley, by others,



Hotel Del Monte View.

a "regular Chicago settlement," in both of which capacities she fully satisfied us.

**LOS ANGELES KINDERGARTEN CLUB.**

The next three days were devoted to kindergarten meetings and meetings with kindergartners in Los Angeles.

Our plan throughout the Pacific Coast trip was to hold



a series of meetings in the leading centers where these were desired, and so bring the kindergartners of the surrounding districts together in one place. The three meetings at Los Angeles, where the plan was first tested, proved its success. The teachers, mothers, and kindergartners from the surrounding districts came into the city, securing to our meetings an audience of several hundred intelligent, interested people.



"Ostrich" Cypress at Del Monte.

The Los Angeles Kindergarten Club, which is just completing its third year as an organization, with Miss Anna M. Junkin as its president, conducted our first set of meetings most successfully. The club has a membership of sixty earnest women, the originator having been the lamented Mrs. Nora D. Mayhew, whose memory is honored for her earnest pioneer work during the six years previous to her death in 1896.

The club has been a branch of the International Kindergarten Union for two years, and holds nine regular meetings

during the school year, which are calculated to furnish inspiration to its members in the direct line of their work. During the past year the club has had a course of Mother-play Book study, conducted by Miss Lawson of the State Normal School. The club is now in a position to do great service to the kindergarten cause in Southern California, and in thanking its officers and members for the great cordiality extended to us last February we would add our God-speed.

The Los Angeles meetings were held in the Friday morning club rooms on the succeeding afternoons of February 3d, 4th, and 5th, and a large share of the success and social fellowship was due to the personal assistance of Miss Dorn, a younger sister of Mrs. Mayhew; Mrs. Milspaugh, and Miss Elsa Hasse. Miss Hasse has conducted the past year a kindergarten monthly, called *The Western Child-Life*, and her enterprise and enthusiasm cannot fail to have brought direct reënforcement to the work. The little monthly is now discontinued, but the kindergarten cause may well look to Miss Hasse for further original contributions as well as investigations. Miss Hasse is a woman of fine development, both physical and mental, with that undaunted courage and enterprise which the Germans call *Unternehmungsgeist*. She is German-American, her father being a surgeon at the Soldier's Home. It was an added benediction to have Mrs. Caroline Severance present at our public meetings, and to have the intelligent approval of one whose outlook is so extensive. Under Miss Ada M. Brooks the kindergartners of Pomona, as well as the Mother's Club, were represented, and we appreciate the courtesy by which the Pomona Mother's Club at its next regular meeting reviewed our discussion of the Family Plays of Children.

Mrs. Helen Joslin LeBeuf was there too, and her strong, earnest eyes and words were an inspiration—she is one of those who have pioneered and mothered the good work, generously for its own sake, craving neither recognition nor position, only asking that it go forward, forward! Before her marriage Helen Joslin conducted a private kin-

dergarten at Orange, being a St. Louis student. Miss Alice Chapin, formerly of Salt Lake City, being a guest in California for the winter, also participated in our meetings. A delightful reception was given for the kindergartners at the home of Miss Potter, where cordiality reigned in like abundance with the golden poppies and festoons fresh from nature's greenhouse. We were impressed with the fact that Southern California has a preponderance of mature, experienced women in its kindergarten ranks.

Mrs. Marietta E. Staples, supervisor of the thirty-six public kindergartens of Los Angeles, generously took us to visit several representative kindergartens, among others that of the Sixth Street school, where we had the pleasure of meeting Principal Chilcote, who is an earnest student of the kindergarten movement. We were interested to learn how the children were sorted to the satisfaction of the parents, the stronger and larger children being selected to attend the afternoon session, and the younger and more delicate ones notified to come in the morning. A highly interesting visit was made to the Spanish quarter, a short call at the Casade Castelor Social Settlement, and a longer call on Mrs. Mackay, the faithful Spanish mother of a public kindergarten filled with children of her own race. We cannot refrain from telling how Mrs. Mackay, while supporting her own family of little ones, caring for a babe in arms, completed her kindergarten training, and now directs one of the large schools.

"How could you undertake to do it?"

"Because I have one great wish—to lift the women of my own race. I mean some time to go to Mexico and help the Spanish mothers bring up their daughters in a better way." Mrs. Mackay is already helping the Spanish mothers through meeting them at the social settlement in regular mothers' meetings. Many of these women are newcomers from Italy, Southern France, Spain, and Portugal. Mrs. Staples took her kindergarten training in Los Angeles, and as supervisor is earnestly discriminating between the duties of such an office, as outlined by a board of education,

and what would otherwise be considered the work of a professional training teacher. A supervisor of any department is not engaged to train, much less to re-train, the teachers which a board of education sees fit to engage. This should be particularly borne in mind by the patrons of kindergartens, as it is one of the conditions contingent upon the passing of the kindergarten from private to public hands.

A delightful hour was spent at the State Normal School of Los Angeles, so beautifully located on its sodded prominence. President Pierce is an enthusiastic appreciator of the educational force of the kindergarten. The first floor



Santa Barbara Mission.

front rooms are given over to a model school and training school, under the direction of Miss Florence Lawson, who has as beautiful an opportunity as she has grave responsibility in her combined duties. In climbing to the audience room in the top of the building we stopped at the landing and looked out on the little individual gardens, which form a circular bed known as the kindergarten gardens, where much is planted besides the seeds visible to the naked eye. The noon hour was made memorable by hearing the student body of six hundred, conducted by Mrs. Rice, in a great chorus, and it was evident that the enjoyment was as genuine on the part of the singers as of the listeners. Mrs. Rice is to be congratulated on the song quality given forth by her

chorus. Among other familiar faces at the normal school we found Miss Ada Laughlin, formerly of St. Paul, in charge of the art department, and Dr. C. C. Van Liew, now the head of the department of pedagogy. Dr. Van Liew shows his characteristic insight in aiming to extend the usefulness of his department by addressing mother's clubs and educational gatherings throughout Southern California. A profitable evening was spent as the guest of Miss Hasse in meeting



**Mission and Custom House at Monterey.**

the prominent educational men and women of Los Angeles, among others Superintendent Foshay, who is one of those mild-mannered men who believe in all the radical, aggressive movements of the day, such as manual training, public kindergartens, and compulsory education. Under his superintendence sloyd has been introduced into the sixth, seventh, eighth and ninth grades, some twenty-five hundred children having this training last year. During the year '96-'97, the Los Angeles board of education have engaged twenty-one kindergartners. The children are admitted to the schools at

four and a half years, and none are ever refused, there being an unusual enrollment, 18,771 to a population of 104,000 inhabitants. The Los Angeles schools revel in all the fads, including music, drawing, calisthenics, manual training and kindergarten, having a special and well-paid supervisor over each of these departments. Deputy Superintendent Ennis was a regular attendant at the kindergarten meetings, and it is with interest we have since read his able arguments on how a satisfactory adjustment may be made between the kindergarten and the primary grade.

It was with sincere regret that we turned northward from all this accomplished good work in Southern California. The limited time prevented us from seeing San Diego, and the little group of workers there; also from accepting the warm and repeated invitations of the Redlands woman's clubs, through Mrs. Charles Courtney Curtis, who though only temporarily a western resident, added her energy to that of the women of Redlands on behalf of free kindergartens. A branch, fresh cut from a Redlands orange grove, kept us company for several days as we journeyed northward, as golden as any "gold ever rolled round the honey and the wine." Pomona and Riverside extended earnest calls for meetings which we sincerely hope to accept the next time when we plan to climb mountains, and do all the beautiful things left undone in February, 1898.

#### AT SILVER STREET KINDERGARTEN.

On the day of our arrival in San Francisco the Silver Street Kindergarten Association welcomed us with a genuine kindergarten party. The students in their summer gowns, with an abundance of violets and daffodils, presented a series of flower games and songs, illustrating the whole story from seed-planting to blossom-time. The "flower-basket" was given a realistic application, as each in the floral procession placed her bouquet in the basket in the guest's lap, until it was heaped to overflowing. Miss Kate Banning conducted the exercises, being assisted in the reception which followed by the kindergartners and members of the

board of directors. It is with sincere pleasure that we remember our meeting with Mrs. Horatio Stebbins on this occasion. The tour through the old Silver Street building, and the reminiscences of the early work as conducted by Kate Douglas Wiggin and later by Miss Nora Smith, and the generous loyalty of their present representative, closed an afternoon rich in social inspiration. The neighborhood work which has developed around the Silver Street Kindergarten center is well recorded in the last chapter of Miss Smith's latest book, "The Children of the Future." Miss Banning expressed the sweet aspiration: "What we now need and long for is a Gertrude House."

On the occasion of the reception, Madam Plisé furnished the music, and Miss Roe, one of the chief guests, played on the old square piano, "dedicated to the memory of Mrs. Wiggin." It was a great pleasure to meet Mrs. Smith, the mother of Miss Nora and Mrs. Riggs. Silver Street is lovingly called the Mother House by the many students she has sent out into the work, east, west, north and south. This historic recognition will never fail to be rendered by those who remember that it was here that Mrs. Sarah Cooper caught her initial inspiration, or who have been stirred in their mother-hearts by the kindergarten child "Patsy." The students of the training classes of Silver Street are organized as the California Froebel Society, now in its sixteenth year, also a branch of the I. K. U. The membership is open to graduates of any training school in good standing, as well as other friends of education, although it is an alumni organization and is conducted within the general plans of the Silver Street Association. Miss Nora Smith is the directing genius, although for the past three years a resident of New York city. What great expansion has come in the kindergarten work in every active section in these three years! The California Society has a valuable library of two hundred choice books, and it carries as its socialistic motto the following characteristic Froebel statement:

For even as one mastering thought can thrill  
A thousand differing minds until  
They move with one desire, have but one will:

So in each life one consecrated aim,  
One high endeavor, like a chemist's flame,  
Melts and reshapes each lesser thought or claim.

The California Kindergarten Training School at Silver Street is a royal entertainer, and no fellow-worker from the other side of the mountains, or otherwise prominent visitor,

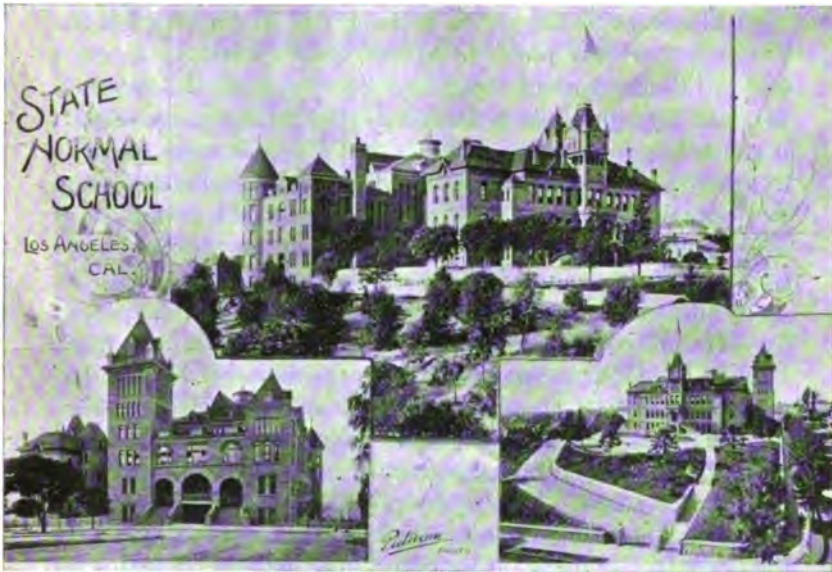


Big Trees at Santa Cruz.

is ever overlooked. We followed in the footsteps of Miss Annie Howe, who had been a recent guest *en route* for Japan. Among those who came to give us welcome on the memorable winter afternoon of February 11 were representatives from all San Francisco associations, Oakland, San Jose, Alameda, Berkeley, Stanford University, Sacramento, Santa Rosa and Stockton. Miss Kate Banning we had learned to know



when she made so appreciative a visit to our eastern work four years ago; it was a privilege to see her—in the midst of her own far-reaching work—far-reaching through the blessings it brings to the annual crop of Silver street urchins. After all is said of kindergarten training and organization, we come back to the benefits actually harvested to the spiritual nourishment of the children. This is the house not made by hands, eternal within that other visible three-story-frame front known as Silver Street Kindergarten.



OAKLAND.

Miss Grace E. Barnard conducts a private training class in beautiful Oakland, keeping herself in active touch with the larger interests of the movement in San Francisco, as well as pursuing pedagogical studies at the University of California. We were deeply impressed by the intense work spirit among the San Francisco kindergartners. They do so much, work so vigorously, and long so ardently for ever more opportunity. Is this a climatic effect? Miss Barnard

is enthusiastic in her nature, and her courtesy to us on our visit to Oakland will long be remembered. What a glory of greeting was that which came with the wild flowers from the Oakland kindergartners. Our one wish was that the whole variegated abundance might have been forwarded to a certain household which we had left behind—in the Chicago blizzard. Those catkins and blossoming sprays of the eucalyptus, and the daffodils, violets, roses and buttercups,—and the delicate almond blossoms—you have our grateful thanks for all. The cordiality of the Ebell ladies of Oakland is not to be forgotten, although it was not within the possibility of our plans to accept their invitation to meet and tell them of our Chicago work. The beautiful home of Mr. and Mrs. F. Ginn in Oakland is associated with our last hour, and we found with pleasure that Mrs. Ginn was one who knew by personal right the beginnings of the kindergarten work on the Pacific Coast. Her account of the first work of Miss Emma Marwedel will be published in a future number of the KINDERGARTEN MAGAZINE.

While visiting the interesting kindergartens supported by Mrs. Phebe Hearst in San Francisco, we met Mrs. Paulina W. Dohrmann, the acting president of the Kindergarten Section of the State Educational Association. Mrs. Dohrmann is one of those ample-hearted women who intuitively ally themselves to such work as concerns the welfare of little children. It was good to speak of the Froebel-Sache in German, and with one who has been in touch with the work in Germany. Our cause may well be grateful for such spontaneous contributions of good-will, infinite well-doing and strength of character as have been volunteered by Mrs. Dohrmann. As a child Mrs. Dohrmann attended the Hoffman Kindergarten in Dresden, her mother having been an early adherent to the movement in that city. It was inspiring to listen to the graphic account Mrs. Dohrmann gave of her later kindergarten enterprises in California, how unwittingly she came to conduct a kindergarten herself; how she worked for a public kindergarten in Stockton; and how her love for the furtherance of the work impels

her to attend all meetings in San Francisco and lend a hand in every organization. The foundations for so great a movement are only to be laid upon such faithful, lifelong endeavors that rise perennially from the heart, and expand with the daily widening responsibilities of every public work. California does well to remember *Tante* Dohrmann in its kindergarten prayers, and the editor is glad to have looked in her face and learned that back of all her philanthropy is the strong, sturdy purpose of the woman breadwinner.

#### AT THE UNIVERSITY OF CALIFORNIA.

A stroll through the wooded grounds at the University of California at Berkeley, revealed such beautiful vistas, avenues and distant views, that we do not wonder that the competing architects for the Hearst prize for extending the buildings are eager and interested in the undertaking. A plaster model of the university buildings of the future is to be seen in the art room in the library. The plans surround three sides of an oblong, sloping gradually from the main and central buildings at the highest rise, down toward the bay, the view being superb. While at the university we enjoyed a short call on President Kellogg, a visit to the old library, whose circular walls and reading booths are most attractive. It was here, while looking at his portrait, we heard the story of Edward Rowland Sill, and how he won his way into the hearts of Californians before his untimely death. It is well known how Sill took a position in the Oakland high school in 1871, remaining there until 1883, and how he accepted a call to the chair of English literature in the University of California during this time. We recalled several of his choice poems which are inspired by immediate California scenes, such as "Christmas in California," "Among the Redwoods," and "Nature and her Child." President Kellogg is personally a warm adherent of the kindergarten movement, and takes great pride in the fact that his daughter has entered the profession.

The pedagogical department at Berkeley is manned with

three able specialists, Dr. Thos. B. Bailey, a former student with Dr. Hall at Worcester, who is looked to for original and characteristic work; Dr. Elmer Brown, a "scholar and a gentleman" in the good old English sense of these words, and Dr. F. B. Dresslar, who has distinguished himself by leaving a much larger salary at the Los Angeles Normal School for the smaller income and special opportunities afforded by the university. It was our privilege to meet the students of the pedagogical department, through the



Street Scene in San Francisco.

courtesy of Dr. Dresslar, and commend to them the study and consideration of the kindergarten movement as a phenomenon in the evolution of modern education.

Dr. Bailey has direct supervision of the University Observation School, which is conducted at the Tompkins Public School by special arrangement with the Oakland Board of Education. The observation kindergarten has been in charge of Mrs. Frances Bracken Gould for several years, and Mrs. Gould says: "Our work has been run on the lines of the biological pedagogy, so far as I have mastered its

principles. Those laws stand whatever else goes." Fortunately for us all "there is no lost good," and we trust every experiment that is made is in the loving service of humanity. We regret not to have met Mrs. Gould personally, and not to have seen her original work at the Tompkins school.

AT LELAND STANFORD JR. UNIVERSITY.

The citizens of Palo Alto have subscribed stock for erecting a new hall for the Leland Stanford University, which is soon to be added to the beautiful group of buildings. The university is in need of an assembly hall, the present chapel



Hearst Free Kindergartens, San Francisco.

being crowded, and overflowing at all the windows, when occasion has demanded that students come out in a body. This they always do, it is said, when President Jordan is to speak. The sincere respect and devotion shown by the Leland Stanford students to their president is a just tribute to democracy, civic integrity, and modern breadth, which are his characteristics. We asked, "What social life is there here at the university?" Our escort answered: "We are near enough to the city so that the students may follow their own social lines. At the university itself the faculty families throw open their homes to the students most generously.

Mr. and Mrs. Jordan are typical entertainers, in that they are always simple in their provisions and intentionally arrange their parties and receptions so that no student may feel conspicuous for want of full dress. Mrs. Jordan herself always dresses simply, but her smiles and cordiality of manner are generously distributed." It is romantic to recall that this active center of varied and animated intellectual life, with a student body of eleven hundred, and a superior faculty that makes itself felt on both sides of the great Rockies, was a horse ranch no more than seven years ago!

President Jordan is a man of strong build in more than the physical sense. He has the dignity of large stature and the poise which accompanies a well-proportioned head, all of which are equally requisite with scholarship in the commander of a university. Mr. and Mrs. Earl Barnes are missed by students and faculty as well, both being associated with the work of the university from the beginning. They are now in London. A recent report announces that Stanford University will give up all claims to bestowing the degree Bachelor of Arts. Will it perchance enthrone the departments of pedagogy and sociology as high arts? Professor Griggs now occupies the position as head of the department of education, formerly held by Earl Barnes. Professor Griggs is freely described as a man of unusual spiritual nature. This will certainly not hamper his usefulness in the pedagogical department. The two Pacific Coast universities, California and Stanford, have an attendance of over 2,500 academic students.

MARY F. LEDYARD AND SAN JOSE.

One half day in the "Athens of California" was enough to make us wish to dwell forever in a valley where men and women are so warm hearted to the passing stranger. One meeting was held under the auspices of the Santa Clara County Educational Society, with the coöperation of the San Jose Normal School and the Woman's Club. The audience was composed of the normal students, members of the Woman's Club, citizens, teachers and the kindergartners.

Miss Mary Ledyard, at whose door must be laid the responsibility for the good will and cordiality extended to us by those who came out to our meeting, is a host in herself, in addition to being one of those sincere kindergartners who openly confess the divinity of their calling. It was a genuine pleasure to tell of the dignity and majesty of childhood to the audience which welcomed us in Normal Hall, including the escort of influential citizens on the platform. President Randell of the normal school presided, having generously opened the building for the occasion. San Jose has seven public kindergartens with an enrollment of three hundred and eighty children, and eighteen kindergartners, all beautifully housed in special buildings, and has the honor of being the first California city to receive the kindergarten into its public charge. The editor is a history-monger, and upon being presented to Madam Ledyard as one who helped with the early children's charities of San Jose, she begged to hear all about it. The gray hair and loving eyes of the grandmother are still intermingled with the story as we set it down on paper. Eighteen years ago a council of earnest mothers were gathered together planning to provide certain temperance training for the young children of the city, under the banner of the W. C. T. U. The Saturday class had been found insufficient, and the funds exhausted. Then Mrs. Jane Ledyard, in her intuitive wisdom, proposed a free kindergarten—not as a charity, but as an institution into which all children, rich and poor, might be brought together. Mrs. Ledyard had received her baptism of faith in the only kindergarten then in San Francisco, conducted by Miss Kate Smith. The committee was at once appointed, Mrs. Ledyard, Mrs. T. E. Beaus, Mrs. A. M. Gates, Mrs. J. Ashmore, and Miss Kate Leffler. So great was the success of the enterprise, that when during its second year Frances Willard visited San Jose, ninety children in floral procession greeted her. Rising to her feet in great emotion she said: "No ovation has ever moved me as this has done. Do you know that this is the only kindergarten under the W. C. T. U. in this State? Indeed, it is the only one in the United States,

or in the world, so far as I know." The Ledyard home in San Jose is thrice blessed in its kindergarten grandmother, daughter, and grandchild. Thus we found Santa Clara County blossoming with much that would not come under the horticultural head.

The Sacramento greetings, which failed to reach us as the late express headed toward Mt. Shasta, must have left them in the Klondike section which climbed the mountains just ahead of the regular express. Let us hope that the perfume and beauty of those flowers may waft a kindergarten greeting to Alaska. The kindergarten work at Sac-



Lake Tahoe.

ramento is under the direction of Miss Ledyard, there being four in the public schools, Miss Pritchard having had charge of training work during the past year.

Mrs. Place, formerly of the Training School for Teachers in St. Paul, and a warm kindergarten friend, is principal of the training department of the San Jose Normal, where she is not only doing strong work, but is personally acceptable to all connected with the work. Her "fellow-feeling" for the kindergarten cannot do otherwise than add inspiration and a unifying quality to the various departments of the practice school.



The training schools of San Francisco and vicinity have taken a brave step during the past year in raising the standard, and extending the time to a two-years' course. In consequence of this united action, all classes have for the time being been small in number, and in many cases the training schools have been financially crippled. This is but another instance of how evolution demands her tithe, and is to be appeased only by the gift laid upon the altar.

THE GOLDEN GATE KINDERGARTEN ASSOCIATION.

Through its president, Mrs. Cyrus W. Walker, this association conducted the three meetings in San Francisco with



Mount Shasta.

these topics under consideration: "The family and home plays of the kindergarten," showing how the domestic and social ideals may be presented to the child; "the nature plays of Froebel" as a means of information, inspiration and refreshment to growing human beings; "the industrial plays and games," which may help the child appreciate how the social order and institutional life are sustained. The first meeting was held at the beautiful Century Hall on Sooter St., invitations having been sent to all kindergartners, women's clubs and educational circles in the city. Among the familiar faces in the audience were those of Miss Katherine Ball,

formerly of Chicago, who has now a charming art studio in San Francisco; Mrs. Helen M. Drake, formerly of Omaha, for the time being living at Alameda. Mrs. Drake has always been a vital influence in the kindergarten work wherever she has pitched her tent. She has that generous appreciation of the "good in everything" which makes for power in any work.

What a bustling, energetic, air-current Anna Stovall is. She has the English sturdiness combined with California zeal. As Normal instructor of the free training school she has general supervision of the work, and maintains the thorough respect of all for this movement, which was so phenomenally propelled by Sarah B. Cooper. In the pleasant building at 221 Ninth St. are the training class rooms and a large kindergarten. Two of the meetings were held here, and a social hour spent at the close in the upper chamber, where hangs Mrs. Cooper's picture with its ever fresh remembrance of choice violets. The free training class is largely made possible by Miss Stovall's personal loyalty and generosity. The special opportunities of the training will be largely increased when the Harriet Cooper bequest of \$2,500 comes into the hands of the normal school for a lecture fund.

Mrs. Emily Talbot Walker, who stepped to the rudder when Mrs. Cooper was so strangely and suddenly removed from the Golden Gate work, is a favored daughter of one of the old Californian families, who know the braveries as well as the romances of the early fifties. Mrs. Walker brings a charming personality, together with warm-hearted energy and unlimited zeal to the successorship of her beloved friend, Mrs. Cooper. The eighteenth annual report of the Golden Gate Association is a modest memorial to the life and work of Mrs. Cooper, the directors not presuming to replace the brilliant pen which has made the previous reports so eloquent. During the eighteen years of the association over 24,334 children have been on the Golden Gate kindergarten rolls. The total expenditure of money for the year 1897 was \$19,955.

The free normal training class has been conducted since July, 1891, and in the seven years has graduated 134 students. Our short stay of five days did not admit of much personal view of the work, but we wish that we might here reproduce the set of handwork and occupation books which Miss Stovall brought to us, the work of one of last year's students. It was without exception the most complete, and at the same time rationally proportioned set of work we have ever seen. It was well-balanced in the artistic, useful, and constructive qualities. Our classes everywhere need to seek and find the equilibrium of the parts which go to make up the requisites of good training. The Golden Gate Froebel Association is the alumni club of the training school, holding regular monthly meetings.

With great interest we visited the free kindergartens, finding as in the case with those supported by Mrs. Phebe Hearst, as many as five or seven different classes in one large building, with separate kindergartners and individual programs. The old Spanish mansion at 512 Union street has found its resurrection in being made the ethical rendezvous for the children of this teeming neighborhood. Mrs. Hearst has for fourteen years supported free kindergartens in San Francisco, the number having now reached seven, enrolling 250 children under one roof. Thirty-four free kindergartens are at present writing, under the loving care of the Golden Gate Association, which has no war to wage against the fierce and freezing winters, having the climate for its good friend, in a land which only an Edward Rowland Sill can adequately describe:

The land where summers never cease  
Their sunny psalm of light and peace;  
Whose moonlight, poured for years untold,  
Has drifted down in dust of gold;  
Whose morning splendors, fallen in showers,  
Leave ceaseless sunrise in the flowers.

*(Continued in September Number.)*

## THE SECOND NATIONAL CONGRESS OF MOTHERS.

WASHINGTON, though bustling with war operations, opened its doors as cordially this year to the great gathering of mothers as it did last year in time of peace. While the Congress of statesmen sat in session at the capitol city considering the grave questions of this critical time, the representatives of the mothers of the nation gathered quietly beside them, and displayed to the world the power our country possesses in an enlightened and aggressive motherhood which bulwarks the American nation with the promise of worthy citizens in her sons and daughters. As one earnest little mother expressed it: "From a mother's standpoint, I want to say that I consider the 'National Congress of Mothers' a God-inspired idea. We have no political aspirations, no society longings, no desire for office. We are simply mothers, gathered from India and England, from Maine and Mississippi, to interchange ideas, discuss methods and perfect plans to make our homes the bulwarks of the nation. When Rome forgot God, and her homes became houses of prostitution, Rome's doom was sealed. Never while the mothers of the United States meet in congress like this will a fate like that of Rome befall our beloved country."

The National Congress of Mothers last year burst upon the country like a great meteor, but it is now traveling a fixed orbit. Mrs. Birney's project of a few years ago, which she advanced modestly, and expected to see in time grow to a national organization, developed such amazing proportions on the start that its projectors were scarcely able to keep pace with it. The astonishing unanimity with which the movement has been adopted, and its branches put into working order the country over, must be exceedingly gratifying to the women who organized it. Out of the organiza-

tion of a year ago over three hundred clubs in various parts of the country have reported. These clubs, as the reports show, reach out into every avenue of woman's work, into every branch of home and housewifely duties, and the enthusiasm seems unbounded. In the large cities these mothers' clubs are largely philanthropic, and are besieging city administrations to provide better houses and better sanitary methods for the poor, and have formed kindergarten nurseries for the care of the poor little waifs whose mothers have to labor for their daily bread. The women of these clubs are after the sweatshops, and are petitioning city councils, state legislatures, and everybody else who can aid them in their endeavor to better the conditions of the ignorant, vicious, and fallen.

"We did not expect immediate results," said Mrs. Birney, "for the work is so far-reaching that it did not seem possible that we could accomplish anything to speak of in one short year, but it seems as though the harvest was ripe for us so immediate have been the returns. Mothers' clubs, child-study clubs, kindergartens, sewing clubs; indeed, societies of every kind and character that are helpful to women and children, have grown out of suggestions made in the mothers' congress of a year ago. It seems as though the whole wide world is interested in the mother's work. But then, why shouldn't it be?" she asked. "The hand that rocks the cradle does rule the world, after all, trite though the saying may seem, and scoffed at as it is by the advanced thinkers. Good mothers rear their children to become good men and women. There are sad lapses, it is true, but those are the exceptions that prove the rule. Many of the splendid women who are working with us have reared their children and sent them out into the world to do their work, but they do not feel that their own life work is ended. There are homes less happy than their own have been; less fortunate in many respects; mothers whose hearts are right, but whose education has been limited; whose opportunities have been circumscribed. They love their children, but in the bitter struggle for existence the little ones must be neglected.

We, whose homes have been happier, whose opportunities have been richer, hope, from the fullness of our own great love and tenderness, to so organize our ranks, so extend our efforts that the neglected mothers and children may get the benefit."

Mrs. Birney was elected president of the congress for another year, with the strong assurance of confidence in her leadership expressed by the hope that the mothers might accomplish as much in the direction of their efforts as the W. C. T. U. had under the leadership of Miss Willard. With Mrs. Birney are to serve the following officers and committees for the coming year: First vice-president, Mrs. Adlai Stevenson; second vice-president, Mrs. Mary E. Mumford; third vice-president, Mrs. A. A. Birney; recording secretary, Mrs. Robert Cotton; corresponding secretary, Mrs. Vesta H. Cassidy; treasurer, Mrs. Hardin W. Masters, and auditor, Mary H. Weeks. Committee on finance: Mrs. W. T. Carter, of Pennsylvania; Mrs. H. W. Fuller, District of Columbia; Mrs. W. F. Holtzman, District of Columbia; Mrs. Masters, Illinois, and Mrs. James McGill, District of Columbia. Committee on education: Mrs. Bourland, Illinois; Mrs. Heller, Nebraska; Mrs. Cassidy, Maryland; Mrs. McGill, District of Columbia; Miss Garrott, Pennsylvania; Mrs. Shriver, Michigan; Miss Wheelock and Mrs. B. T. Vincent, Colorado. Committee on philanthropy: Mrs. William Burnham, Pennsylvania; Mrs. Alice Robinson, Maryland; Mrs. Elizabeth Patton, Illinois; Mrs. Almon Hensley, New York; Miss Jane Addams, Illinois, and Mrs. Joseph Shaw, Lowell. Committee on program: Mrs. Mary Lowe Dickinson, New York; Mrs. Henrotin, Illinois; Miss Mary L. Butler, Illinois; Mrs. Francis Foard and Mrs. William Lowe, Georgia. Committee on literature: Miss Burt, Mrs. Sangster, Mrs. Carlidge, and Miss Sarah Arnold, Boston. Executive committee: Mrs. Burnham, Mrs. Pettigrew, and Miss Richards.

The sessions of the congress were held at the Grand Opera House, and were attended by nearly three hundred delegates from all parts of the country, including one from Alaska. There was also a delegate from Japan, who is soon

to return to her field of work, and has plans for a mother's congress in the Flowery Kingdom. The Chinese minister, Wu Ting Fang, sat upon the platform at one of the meetings, and in a brief speech cordially indorsed the mothers' movement, and congratulated the congress upon its good work.

The program dealt with all phases of the physical, mental and moral problems of the mother, and was discussed by many eminent men and women. Beginning with the foundation, Mrs. Schoff, of Philadelphia, Mrs. Sorenson, of Salt Lake City, and Mrs. Max West, of Washington, presented the physical considerations of young girls, mothers, and nurse-maids which must enter into the child problem. Methods of dealing with defective children were discussed from all standpoints by those versed in the practical work of institutions for blind, deaf and dumb, and mentally deficient children. Dr. Gaulleret, president of the Deaf and Dumb Institute at Kendall Green, gave his conclusions not alone from years of experience with the mutes, but he added weight to his theories by the tender allusion to his deaf mute mother. Edward E. Allen, principal of the Pennsylvania institutions for the instruction of the blind, gave his message to the mothers of blind children; and Miss Margaret Bancroft, principal of the Home for Feeble-Minded Children at Haddenfield, N. J., described at length the methods pursued at her institution in treating mentally deficient children. The work of the kindergartens was represented by Miss Fitts, of Brooklyn; the kitchen-garden by Mrs. Frischil, of St. Louis, and music in education by Miss Mari Hofer, of Chicago. The apex was reached by the advocates of moral influence through the avenues of art, literature, and home environment. Miss Burt of New York made a strong plea for the better literature for children, and Mrs. Leeds of Philadelphia missed a glorious opportunity to make the climax, with her topic of Mothers' Influence in Preventing Crime, by wandering onto the convict labor question. On this framework was elaborated a very comprehensive outline of subjects of vital interest and importance to mothers.

One of the papers that appealed to the hearts of those who heard it was by Mrs. J. H. Johnston of New York city, entitled, "Little Mothers of the Manhattan Tenement." Mrs. Johnston is a lady of most engaging personality, and ardently interested in her labors among the tenement classes, so much so, in fact, that she has earned the title "Little Mother." Her paper went deeply into the aspect of this perverted child life, and created great interest. It was a revelation to many of the delegates present. These "little mothers" are a distinct species, a new factor in the labor problem, which had its beginning when the necessities of the home compelled the maternal parent to become a wage-earner, her hands being obliged to provide rent, food, fuel, clothing. Then the oldest daughter becomes the caretaker, the "little mother" of the brood of younger children that usually swarm in tenement homes. Mrs. Johnston's report was graphic and realistic in depicting the weary existence of these little girls, out of whose lives all that is sweet and good and wholesome is pressed by the hand of toil.

"The Ultimate Purpose of the Kindergarten—the Development of the Life," was treated by Mrs. Henry M. Cooper of Arkansas, who asserted that the present war would never have been fought if our early education had been more carefully directed. Mrs. James of Utica made the sweeping statement that she believed the average graduate of a woman's college was no more fitted by education to become a mother than the average factory girl.

Mrs. V. H. Cassedy, in pleading for a more harmonious relationship between mother and teacher, asserted with much emphasis that trained teachers would never come until trained mothers preceded them.

Mrs. Gardner said that there are 700,000 incompetents, imbeciles, idiots in the public institutions of the country, and declared that most of these are born so, the fault of defective parents.

Miss Julia King of Boston, speaking of expression, said: "In the child are the four great attributes of the mind—life, affection, will, and intellect—and it is through the har-



monious expression of these attributes that the character is evolved. What you would be that express in manner, words, and deeds. Thus we see how the moral nature is evolved through expression. If that boy that you think so wicked, who seems to be more depraved than other sons of Adam, had no opportunity for expressing those evil tendencies they would die out. Expression of irritability will incline one to profanity. On the other hand, if the mind is impressed with anything false, and no expression is given to it, the impression becomes gradually obliterated. No single thought, no single impulse can be developed in the mind without expression. How much is demanded of the mother. She must be pure-minded and aspiring. She must have rising ideals, a deep sense of responsibility, an all-conquering love. Christ's teaching was done most of all by what he was to his followers."

Rev. Dr. Stahl of Philadelphia said he brought to the congress the greetings of every man who loved his mother; of every young man who loved his sweetheart, and of that great legion of young men who scorned and detested the vile idea that there is not the same purity among men as there is among women.

"Lift up womanhood and man will reach up to it," remarked one of the speakers amid much applause.

Mrs. Riggs (Kate Douglas Wiggin) was unexpectedly present at the congress, and by urgent request gave a reading from "Timothy's Quest." She had been asked to appear upon the regular program, but had expected to be in Europe

Miss Johanna P. Moore of Nashville told an interesting story of the fireside homes in the South that are doing so much toward the education and elevation of the colored people, stating that over one hundred colored children under her care were now teaching their parents to read and write.

Among the reports presented at the Mother's Congress none is more deserving of attention than that of the Colored Woman's League, along the lines of work in sympathy with

the aims of the congress. This organization of women is an incorporated body. The members have done much effective work among their race; but that which deserves especial mention is their effort in establishing a kindergarten training school, to equip young women of the race for this field of greatest usefulness both at home and in the larger field of the southland; and that, also, in supplying seven kindergartens for the benefit of the colored children of the District of Columbia; as well also their untiring efforts to have this made a part of the public school system of the District. From small contributions of 1, 5, and 25 cents, made by all classes of the colored people, they have expended over \$2,000, which, though small in itself, is relatively a very large amount. Whatever makes for the elevation of any part of a community, they declare, especially among its masses, must revert to the benefit of all.

The plan of the projected national training school for women was presented by Mrs. Robert Cotten of North Carolina. The plans, she said, provide for the establishment of an academy to train girls for domestic life, just as West Point and Annapolis train boys for war. A bill had been introduced in Congress for that purpose, and Mrs. Cotten urged all women to aid in securing its passage.

The following letter from a Washington gentleman was read.

*"To the President and Members of the National Congress of Mothers:*

"LADIES: I send herewith some 'little gospels' showing the veneration in which the mother is held in many lands. I am in thorough accord with the purposes of your society, hence this slight tribute. 'Three brothers united can take a city,' 'fifty sabers agreed can found an empire,' and the mothers of this generation can lay a foundation that will ultimately secure a universal reign of peace and happiness, banishing from earth 'war and its three attendants, lean famine, quartering steel, and climbing fire.'

"May heaven shower down upon your noble enterprise choicest blessings."

The "little gospels" which accompanied it are as follows:

A mother is a mother still the holiest thing alive.—  
Samuel Taylor Coleridge.

A mother's love is the best of all.—West Africa and Hindoo.

A mother's love the best love, God's love the highest love.—German.

A mother is the divinity of infancy.—English.

A child must ask its mother whether it may be a wise man or a fool.—W. L. Weems.

A mother's arms are made of tenderness, and children sleep soundly in them.—Victor Hugo.

A mother's love will draw up from the depths of the sea.—Russian.

A mother's prayers, silent and gentle, can never miss the road to the throne of all bounty.—Henry Ward Beecher.

A mother's tenderness and caresses are the milk of the heart.—Eugene de Guerin.

A simple kiss from my mother made me a painter.—Benjamin West.

A wife; a mother; two magical words comprising the sweetest source of man's felicity.—L. Aimee Martin.

A witty mother—witless else her son.—"Taming of the Shrew," II, I.

All I am my mother made me.—John Quincy Adams.

All I am or can be I owe to my angel mother.—Abraham Lincoln.

All that is purest and best in man is but the echo of a mother's benediction.—Frederick W. Morton.

Blessed is the child that is brought up at the mother's knee, which is God's altar.—Ladies' Home Journal.

Children are what the mothers are.—Walter Savage Landor.

Compared with a mother's love the earth is like a bamboo leaf; a chavala like a needle's eye; Mount Meon an ant-hill; the ocean a water bowl.—Burmese.

Forget not the mother that fondled you at the breast.—Cingalese.

God could not be everywhere, therefore he made mothers.—Lew Wallace in "Ben Hur."

He that angereth his mother is cursed by God.—Ecclesiasticus 3:16.

He that despises woman despises his mother.—Sacred Books of India.

He that honoreth his mother is one that layeth up treasure.—Ecclesiasticus 3:4.

Heaven is at the feet of mothers.—Persian.

I am indebted to my father for living, but to my mother for living well.—Alexander the Great.

I consider that the mothers of a country mold its citizens, determine its institutions, and shape its destiny.—Matthew Vassar.

If the world were put in one scale and my mother into the other, the world would kick the beam.—Lord Landomes.

In all this cold and hollow world, no fount of deep, strong, deathless love save in a mother's heart.—Felicia Dorothea Hemans.

It is the mother that makes the domestic hearth the nursery of heroes.—Daniel Webster.

Mothers are the only goddesses in whom the whole world believes.—French.

One mother is more venerable than a thousand fathers.—Laws of Manon (Old India).

Respect women who have borne you, for God is watching over you.—Al Koran.

The bearing and training of a child is woman's wisdom.—William M. Thackeray.

The future destiny of a child is always the work of the mother.—Napoleon.

The mother, in her office, holds the key of the soul.—Thomas Dibdin.

The revolution the Boston boys started had to run in woman's milk before it ran in man's blood.—Oliver Wendell Holmes.

The name of mother is the watchword—the talisman of life.—Ladies' Home Journal.

Who forgets the sufferings of his mother at his birth shall be reborn in the body of an owl during three successive transmigrations.—Sacred Books of India.

Who venerates his mother gains salvation.—Bengali (India).

The prettiest sight at the congress was in the kindergarten corner of the Midway Plaisance. Many of the mothers brought their children with them, and the little things got very tired. Miss Jane Hughes, who is a kindergarten of many years' experience, concluded to establish a model kindergarten and take care of the children herself. So she got the little tables and chairs together in a convenient corner and herded her flock of fifteen little tots, ranging from a year and a half to four years, into it. There they played blythe as birds all one long afternoon, delighted with the beads and balls, the straws, circles of bright wires,

the blocks and books. No picture that ever was painted could do justice to the blond heads and black, the bright eyes and rosy cheeks, the dimples and the childish grace there displayed. •

One of the defects of the program felt by the loyal kindergartners present was the small consideration given to the kindergarten work, while the discussion of methods in dealing with defective children was extended to undue length.

There has been much quiet fun poked at the mothers who attended the congress, and the question has been asked why so many of the women in attendance have the prefix "Miss." One little matron, who was very indignant at the slurs cast upon these young ladies and the men attending, expressed her views very emphatically. "I hold a responsible position in life," she asserted. "My husband has a high official station. We have means, a beautiful home and dutiful children. While I owe much to my family, I still have a duty outside of it in society, and to the world in general. If I shut myself up at home I would grow rusty, selfish, and unlovable. The world would call me queer. People would say I was stingy, unsocial, and eccentric. My children could not profit by my old-fashioned ideas and theories, and both husband and children must necessarily grow away from me. To meet these objections and to be a companion for those I love I deem it my duty to be interested in all that tends to educate and elevate human kind. Then I cannot be my children's teacher. I must in time send them away from me. When I do that I want to know that the people I trust them to are themselves trustworthy. I want to be sure that they know something outside of books, something other than the knowledge learned in schools. Such teachers are usually young men and women. Where, I want to know, can these people learn better to judge of the young, their needs and necessities, than in mother's meetings? They come before us and read us papers explaining their ideas of matters and things in general. Then we, as mothers, with our wider

experiences, can confer with them and discuss their methods publicly, thus benefiting everybody."

There are cranks in the organization, faddists, theorists, and fanatics. These are found everywhere, but when all are brought together, and all the theories compared, something of good surely comes out of it. In the resolutions adopted at the closing session the congress pledged fealty to a single standard of morality between man and woman, and favored the raising of the age of consent to the age of majority.

Two receptions, one at the White House, where the mothers were received by Mrs. McKinley, and one at the Ebbitt House, with Mrs. Birney as hostess, gave opportunity for social intercourse. Relaxing touches were also given by frequent interims for music, vocal and instrumental. Miss Mari Hofer sang lullabies and war songs as the opportunity called for, and Miss Julia King entertained with recitations. The congress came to a close with a burst of patriotism. Some woman, whose name should never be mentioned, proposed the cabling of resolutions of sympathy to the Queen Regent of Spain from the National Congress of Mothers of America. The committee on resolutions promptly framed a statement repudiating any such utterance or intention, and Miss Janet Richards voiced the ruling sentiment in a ringing pledge of loyalty on the part of the mothers of America. "There can be no lack of womanly, or sympathetic, or motherly feeling toward sorrowing mothers the world over," she said; "but it has seemed to many delegates in this congress untimely that just now anything should appear which should seem to put this congress in a position in any way inimical to, or unsympathetic with, the policy of this administration concerning the present war. I want the world to know that there are no more patriotic women in the length and breadth of the land than the women who have come to this mother's congress. It seems to me more than regrettable that such an impression should go forth (as has through the press) that we are inimical because of certain resolutions that

have been offered. I am a hearty sympathizer with the peace movement, but the resolutions on peace have been misunderstood. I suppose all right-thinking people believe that peace is better than war, but we are not peace-at-any-price people! We all know that it is not true that there has never been a good war or a bad peace. If that were true we would still be under the domination of Great Britain today. If that were true, we should be a divided country today. There are times when we have to have war to establish peace, and this is one of the times. We have had barbaric and uncivilized warfare at our doors in Cuba for the last three years. Our country has grown weary of it, and we have now gone forth, bound by all the laws of international warfare, pledged to prosecute a thoroughly civilized warfare, in order to drive out an uncivilized and intolerable neighbor, to the end that enduring peace may prevail."

When Miss Richards ceased speaking the entire audience rose and cheered; some caught up American flags from the decorations and waved them vigorously. The throng broke into "The Star Spangled Banner," and followed it with "America."

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#### SOLITUDE.

**A**LL alone—alone,  
Calm, as on a kingly throne,  
Take thy place in the crowded land,  
Self-centered in free self-command.  
Let thy manhood leave behind  
The narrow ways of the lesser mind;  
What to thee are its little cares,  
The feeble love, or the spite it bears?  
Let the noisy crowd go by.  
In thy lonely watch on high,  
Far from the chattering tongues of men,  
Sitting above their call or ken,  
Free from links of manner and form,  
Thou shalt learn of the winged storm—  
God shall speak to thee out of the sky.

—*Edward Rowland Sill.*

## A PERSONAL VIEW OF THE MOTHERS' CONGRESS.

ELAINE GOODALE EASTMAN.

I AM not one of those who believe that everything is to be accomplished by organization. The real work is not done by the organization; sooner or later it falls upon the individual. There is also an amount of force wasted in the mere *machinery* of organization, which, if directly exerted by individuals, might often produce the desired results in the simplest way.

There are so many societies—so many leagues and clubs and councils and federations! When it becomes necessary to join a club in order not to worry it does seem as if the club idea had gone to seed! If a woman wants to study and improve her mind, why not go about it in the most direct way? Why dress and go to the club and devote the whole afternoon to listening to a paper, the information contained in which you could have gleaned from the encyclopedia in half an hour? Why, above all things, demands the sceptic, leave your children to their own devices while you exchange views in the congress of mothers upon the proper upbringing of children?

There are several answers to this question, and I am going to give what seems to me a very practical one. It is that women in general are not educated or resourceful or intellectually independent enough to take the initiative in matters of study and self-improvement. They need the stimulus of association; they will listen to an essay by one of their own number when they would not dream of reading a standard authority on the same subject unless impelled thereto by the necessity of writing a paper themselves. Even the election of officers and the serving on committees and the conduct of their business according to parliamentary rules is a novelty that invigorates the mind. Women's



clubs have proved a tonic to the modern woman; she wants them and cannot do without them. Then, since she will have her club, why not make it primarily a professional club, a mothers' club, devoted to the profession feminine? I am not so much in favor of adding one more to the long list of societies for women as I am of taking the established woman's club and making it less distinctively literary, historical, or artistic, and more educational and sociological, bearing more directly upon woman's work and woman's problems. There is, as a matter of fact, a perceptible tendency in this direction, as evidenced by numerous "child-study departments" and "educational programs," symposiums on "The Club and the Home," and such like; and there are also a goodly number of "mothers' clubs" devoted wholly to these and kindred topics, which it is hoped may crowd out other organizations less vitally necessary, rather than aid in producing an over supply.

Many persons suppose that the National Congress of Mothers originated the idea of "mothers' clubs" and is the parent of them all. Not at all. Neither did the clubs band together and unite in a national society. The Mothers' Congress had, in the beginning, nothing to do with the clubs which have been springing up spontaneously for years in all parts of the country; it is an independent movement, inaugurated in Washington last year with the avowed object of enlightening mothers, bringing parents and teachers into more harmonious relations, and furthering the organization of local circles with these ends in view. According to the constitution adopted this year, at the second meeting of the congress, these local clubs have the privilege of representation by delegates upon the payment of specified annual dues. The National Congress is likewise hospitable to individuals of either sex and to miscellaneous societies, welcoming all to its membership upon the sole condition of contributing to its treasury. It was intended to make definite provision for organization and representation by states, but so much opposition unexpectedly developed to this feature of the constitution that it was practically eliminated.

There is, however, of course, nothing to prevent the clubs in any state from forming state conferences or assemblies and asking suitable recognition. If the congress is to be national in fact as well as in name, and if Washington is to be the permanent headquarters and place of meeting, there should be some provision for proportionate representation by the more distant states. The District of Columbia, Pennsylvania, and New York combined furnished more than one-half the delegates to the late congress.

Apart from its efficiency as a national organization, which is still to be tested, the important feature of the Mothers' Congress is its annual convention, which it has been decided to hold in Washington each year, during the month of February. The aim has evidently been to make of this convention a council of experts, which would be educational in the highest sense, and no pains have been spared to secure well-known speakers and arrange a comprehensive program. Comparatively little time was given this year to the transaction of business, the presentation of reports, or to open conferences and free discussion. It is a question whether it might not be well to have more, especially of the latter. Women are often more helped by the personal views and experiences of other women, spontaneously expressed, than by set speeches from the platform, and such reports as those of Mrs. Sorensen and Mrs. James, on the organization of mothers' conferences, and Mrs. Fischel, on industrial schools, were full of individual suggestion. It is obviously a mistake to allow irrelevant topics, such as international arbitration, or fads like the "don't worry movement," or speakers whose only mission is the exploitation of themselves, to take up the time of such a conference.

A good feature of the program was the prominence given to discussion of the school and kindergarten, especially in their relations to the home, and it was a gratifying incident that the public school teachers of the city were allowed a holiday for the purpose of attending one day's sessions. Next year let us have a three days' instead of a six days' convention, and let there be an able censor or critic on the program committee who will eliminate all speakers and writers, however famous, who cannot definitely contribute to our knowledge upon the subject of child culture.

NATIONAL EDUCATIONAL ASSOCIATION.  
DEPARTMENT OF KINDERGARTEN EDUCATION.  
SESSIONS IN CALVARY BAPTIST CHURCH, EIGHTH AND G STS.,  
WASHINGTON, D. C.

Miss Mary C. McCulloch, St. Louis, Mo., president; Dr. Jennie B. Merrill, New York city, vice-president; Miss Mary F. Hall, Milwaukee, Wis., secretary.

FRIDAY AFTERNOON, JULY 8, 2:30 O'CLOCK.

*Subject—Kindergarten Ideals.*

1. Address of Welcome, Mr. B. Pickman Mann, Washington, D. C. Response by the president.
2. Music.
3. "Froebel's Mother-Play Songs; the Ideals Suggested by Them," Miss Elizabeth Harrison, Chicago, Ill.
4. "Children's Gardens," Dr. Jennie B. Merrill, kindergarten supervisor New York city public schools.
5. "A Child's Song," Miss Mari Ruef Hofer, Chicago, Ill.
6. "The Kindergarten Games," Miss Susan Pollock, Washington, D. C.
7. Report from the International Kindergarten Union.
8. Business: Appointment of committees.

MONDAY AFTERNOON, JULY 11, 2:30 O'CLOCK.

*Subject—The Influence of the Kindergarten Idea.*

1. Music.
2. "The Development of the Inner Life of the Child," Mrs. Maria Kraus-Boelte, New York city.
3. "A Kindergarten Message to Mothers," Mrs. James L. Hughes, Toronto, Ont.
4. Music.
5. "The Influence of the Kindergarten Idea Upon the School," Mr. F. Louis Soldan, superintendent of instruction, St. Louis, Mo.

## 6. Business: Reports of committees; election of officers.

MR. B. PICKMAN MANN,

*Chairman Local Committee.*

In addition to this program of the kindergarten department there will be some addresses at the other sessions of especial interest to the kindergartners. Miss Margaret J. Evans, principal of the woman's department of Carlton College, Northfield, Minn., will give a twenty-minute address Tuesday morning, July 21, at the Grand Opera House, on "Women's Clubs as an Educational Factor." At the same session Miss Betty A. Dutton, principal of the Kentucky Street School, Cleveland, Ohio, will give a ten-minute talk on "Woman as a Supervisor of Women Teachers." Monday afternoon, July 11, at the First Congregational Church, Tenth and G streets, W. N. Hailman, superintendent of Indian schools, will deliver an address to the department of elementary education; and Miss Mary F. Hall, supervisor of primary work at Milwaukee, Wis., will speak on the value of the hand in the acquisition of knowledge and expression of thought. Inspector James L. Hughes, of Toronto, will address the same department at the same place, Tuesday afternoon, July 12, on the desirability of fostering social effort on the part of the pupils. The same afternoon (Tuesday) in Columbian University Hall, Fifteenth and H streets, in the department of higher education, Dr. Albert Shaw, editor of the *Review of Reviews*, is allowed twenty minutes to discuss the subject of reducing the undergraduate curriculum of colleges and universities to three years. Monday, July 11, at 3 p. m., at the Luther Place Memorial Church, Fourteenth and N streets, Mr. Wm. Ordway Partridge will speak on the function of art in the education of the American citizen.

"The Rearing of Children from an Experimental Standpoint," by Prof. Elmer Gates, of the laboratory of psychology and psychurgy at Chevy Chase, Md., and "The Development of Social Consciousness in Children," by Will S. Monroe, of the Westfield, Mass., normal school, are on the program of the child-study section, Tuesday afternoon, July 12, at the Foundry Church, Fourteenth and G streets.

Friday afternoon, July 8, in the department of physical education at the Universalist Church, Thirteenth and L streets, Dr. Harris, commissioner of education, and Dr. Henry Ling Taylor, of New York city, will discuss the effect of exercise on the vital organs. Addresses will be given by Dr. Alexander Graham Bell and Dr. Edward Gaulleret at the Franklin school building, Thirteenth and K streets, Monday afternoon, on the education of the blind and deaf.

It is also proposed to arrange for a large and thoroughly representative exhibit of the manual training schools of the country in Masonic Hall, Ninth and F streets.

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I LIVE!

PHYLLIS WARDLE.

WHAT need have I to read in books  
Of storm-clouds dark o'er mountain peaks?  
From my home among the mountain peaks,  
The flashing cloud in grandeur speaks—  
What need have I of books?  
I live!

What need have I to read in books  
Of pale moon's light, of stars' soft beams,  
When I nightly watch those twinkling beams,  
And the pale moonlight thro' my window streams?  
What need have I of books?  
I live!

What need have I to read in books  
Of song so glad that bluebird sings,  
When bluebird to me daily sings?  
I hear the flutter of his wings!  
What need have I of books?  
I live!

And shall I read of shady nooks,  
Of babbling brooks, and bright blue skies,  
When I can look into the skies,  
And drink from springs whence brooklets rise?  
What need have I of books?  
I live!

## NELLY GRAY'S DREAM.

ELIZABETH CARPENTER.

**I**T was Nelly's first day in the country. For long months she had been in the noisy city going regularly to school, and now the sudden change from the dust and bustle of Walnut street to the cool quiet of the shaded lanes and green woods was delightful. She thought she could never grow tired of looking at the great, high trees, the soft, velvety grass, and the pure, sweet flowers around her. After she had wandered about in all directions for several hours, she found herself at the extreme end of the lawn before her uncle's house, where there was a large willow tree overhanging a little brook. Dropping gladly down at the foot of the tree, Nelly lay for some time looking at the white clouds floating overhead, and watching the light as it flickered through the branches above her. By and by, as she rested there and found herself so happy and so free, she began to wonder if Fairyland was not something like this; surely nothing could be more enchanting than these trees and flowers, with the blue sky above and the gurgle of the brook near at hand; and yet, she had heard and read that Fairyland was a very wonderful place, and the oddest things were to be found if you reached it. But she was too contented to wish very much for anything just then, so she leaned comfortably back against the big tree and settled herself for a long, happy morning. Suddenly, and without a moment's warning, she felt a light tap on her shoulder, and as she turned quickly around she saw close beside her the funniest little figure one could possibly imagine. It was like a small "Mother Hubbard," and the face peering from the round bonnet was so queer that Nelly almost laughed outright; but she managed to keep her face soberly polite, and to return the little woman's bow without at all showing how strange she thought everything about

her seemed to be. She was just a bit frightened too, as she had never seen anyone like this before; but presently the little woman said in a very sweet, low voice, "I heard you wishing you could see Fairyland and I have come to show it to you." "Oh," was all that Nelly could say in her great delight; but the next moment she thought, "I wonder if she will take me *very* far from home," and no doubt her face fell, for her bright little visitor at once smiled and said, "You need not go away anywhere, you must only hold this flower (and she held out a beautiful poppy) closely in your hand and you will see it all. But you must not talk, no matter what happens," she added, as Nelly was about to speak.

Of course it was very hard for Nelly to keep quiet, but in a moment there was enough going on to take all her attention, for no sooner had she clasped the flower than everything about her was suddenly changed. Looking up into the trees she saw on every branch some quaint little figures, and when the summer wind rustled among the boughs they nodded laughingly to one another as though they were having a gay good time. One group bowed politely to Nelly and then began to rock to and fro and to sing. The music was very sweet and very low, and although she could not hear the words Nelly knew that their song was what she had often heard when the wind blew gently through the trees as it did then.

The fairies in the top branches held their heads straight up in the air, and did not trouble themselves about what was happening under the tree; but those nearer the ground bent toward Nelly, nodding and whispering to each other all the time.

By and by the queer little stranger touched Nelly's arm and pointed to the stream, and it certainly was the little brook that she had watched a moment before, but how wonderfully it was changed! Instead of silvery fishes she saw beautiful little fairies popping up out of the water and playing with the sunbeams that shone through the trees. Farther up the stream, where the water came tumbling over

some large stones, she saw crowds of tiny folks sliding along on the shining waves, clapping their hands and shouting as they dashed headforemost into the bubbling pools.

As she drew nearer she spied still more funny figures under the water, among the shadows cast by the trees, and they darted in and out among the mossy caves formed along the bank as if they were perfectly at home. Now that she was near enough she found that the "babbling of the brook" was only the songs and laughing cries of the fairies who were so merry, so mischievous and so funny that she nearly laughed aloud herself as she watched them peeping up at her and then tumbling over and over each other.

She wanted to stay a long while right there, but her silent guide soon led her over to the flower beds, and there she almost cried out for joy when, nestling in every one of her favorite flowers she found a lovely fairy smiling at her. Down in the center of a brown and gold pansy she came upon a tiny figure with long, golden hair, and as its face was so quaint and saucy she then knew, all at once, why those flowers always seemed to smile at her when she passed them. Glancing toward a bed of violets she saw a little form hiding in each one of the soft cups, and these wore delicate, purple gowns. She stopped to look at a very deep blue violet, and as the fairy inside raised its hand at that moment, she noticed a shining drop on the tip of each of its fingers, and wherever the little sprite placed its hand the scent of the flower was much sweeter. "Ah" she thought, "I suppose fairies must work just like real people, and their business in the flowers is to keep them fresh and bright, and to sprinkle them with perfume"; but she did not speak for fear the little woman would take her away. Passing on she came to a lovely rose, and there she saw a noble fairy, larger than the rest, robed in scarlet and so beautifully formed that the rose leaves seemed to part with pride so as to show more clearly the treasure they half covered. "I wonder if that is the fairy queen" thought Nelly, but again she did not speak, as her companion looked at her and laughed a little, but put her finger on her lips. Nelly lin-



gered as long as she could, and when at last the little woman drew her away she stayed an instant and bent over the soft, sweet rose, then kissed its velvet petals as gently as if it had been a living soul. By and by as they crossed the lawn they found a bed of periwinkle, where there were hundreds of fairies, dressed in green and running busily about to clear a path along which the spreading plant could creep. These merry sprites held no perfume, but as they ran ahead and beckoned to the periwinkle it followed so quickly that it had soon made a snug little arbor under which its friendly and happy guides could rest. Thus Nelly went from flower to flower, being fairly wild with delight and surprise until at last she came upon a tiny, sensitive plant. Here, in the shelter of the half-closed leaves, she saw such a frail, sweet, delicate fairy that she wondered how so tender a being could manage to live at all even in summer time. "Surely," she thought, "the lightest touch would hurt it," and then she suddenly remembered how that plant always closed its leaves at once if anything came near enough to it even to lightly brush its leaves. "Oh now I know why it does that," she whispered to herself, and then she stole away on tiptoe for fear that she might disturb it.

By this time it was high noon, and as they turned once more toward the willow tree, the stranger pointed to a broad sunbeam that shone on the grass near to them. Here were crowds of fairies coming from all directions and forming a ring in the center of the warm light. Looking up Nelly saw those in the trees hopping down and running quickly toward her; and she noticed that as soon as they reached the ground the boughs and leaves drooped so listlessly they suddenly seemed tired and sad. The fairies from the stream came crowding over the bank, shaking the big drops of water from their bodies, and, as they sprang away, the brook became so still it appeared as though it had fallen fast asleep. Those fairies among the flowers parted the leaves and stepped out to join the dazzling circle, but no sooner had they gone away than every one of the beautiful flowers looked strangely dull and listless. Only

the sunbeams were wide awake now, and all over the lawn, in the patches of light, Nelly watched the merry figures dancing about in high glee, chasing each other from place to place and never stopping a moment to rest. One group joined hands and curveted around so gayly that the sunbeam fairly quivered beneath their feet, and others here and there played such pranks that there was not a single streak of sunlight that failed to be alive with gayest fun.

Here the jolly sprites stayed some time, flitting about and having a rollicking time but as soon as the first shadows came to warn them that midday was over, they slowly separated and went, one by one or in pleasant groups, back to their places.

No sooner had they returned than the trees nodded again, the brook sang once more, and the flowers woke and smiled contentedly. "Ah, now I know," thought Nelly, "why everything is so still at noon on summer days; it is because the fairies are not in their places, but are out at play in the sunbeams, which everyone knows are brighter then than at any other time. Is that the reason?" she suddenly said, and turned to the little woman, but lo! in a twinkling everything had disappeared, and there she was, lying by herself at the foot of the old willow, and rubbing her eyes as if they would never get wide open. She sat up, looked around everywhere, up into the trees, over to the brook and across the bits of sunshine; but all was just as it had been an hour before, and she had been—fast asleep! She got up very slowly and began to walk toward the house, but as she went it seemed as if the flowers really did smile at her and the brook gurgled a cheery good-bye. "Well," she said aloud, "if I did not really see it all I think it was a nice dream at any rate." And now, although she has grown to be a woman, she never pulls a flower from its stem without doing it very gently for fear of disturbing the fairy that, after all, might be living there. She never goes near the brook without remembering what she saw so many years ago; and often when the wind seems to be singing to itself among the trees she smiles and says to her little girls, "Perhaps the summer fairies are out for a good time today."

## KINDERGARTEN MUSIC—A SKETCH.

H. R. C.

**I**T may be said that a decade is but a single step in the development of an idea, especially if the idea be a wide-reaching and inclusive one. Thus it seems to a young worker who was awakened to an idea ten years ago, the development and application of which bids fair to occupy the remaining years of her life. Miss Mari Ruef Hofer may well be called a pioneer worker in the particular field she has chosen—Music Education—especially its relation to the kindergarten work, with which particular feature of its development she has been chiefly identified.

Miss Hofer is a graduate of Mt. Carroll (Ill.) Seminary, where she won honors in literature and vocal music. She entered the school for fuller preparation for literary work, in which her family were already engaged, but when she came in contact with the excellent musical advantages of the institution, her strong natural taste in this direction reasserted itself, and here began the combination of the two elements which characterize her work most strongly. Upon leaving school she received an offer to assume the supervision of music in the public schools of La Crosse, Wis. With this call came also a new view of music as an art, and the possibility of applying its higher meaning in education, through the work and teaching of Prof. Wm. L. Tomlins, whose pupil she became. Here the young student gained the earnestness and purpose and impulse for a life work, the significance of whose message she has never for an instant doubted. Filled with the inspiration of the "new idea," she went into her first year's teaching at La Crosse with a spirit which yet lingers in the memories of her high school girls and boys. During this year she won her laurels as a "born teacher." The following year she returned to Chicago, to continue her studies under Mr. Tomlins, and

became identified with the Free Kindergarten and the Chicago Kindergarten College training classes in the capacity of instructor in vocal music. Here she came into touch with the most advanced thought of the new education in the West, under such leaders as Colonel Parker, Miss Harrison, Miss Josephine Locke, and the literary schools of Wm. Harris,



Mari R. Hofer.

Davidson, and Snider. Although, as she says, she was "only in music work," yet from her modest corner of observation the message and meaning of her part in the whole broadened and deepened in significance through this contact.

The next year she was called to assist in the high school work, under the direction of Mr. Tomlins, which she continued for three years, becoming thoroughly familiar

with this department of school music. Her special interest during this time, she says, was the "high school boy" in all his aspects, especially the musical one. It is but fair to say that she usually succeeded in winning and holding the boy whether she succeeded in making him musical or not.

In 1891 a trip to Europe and a musical pilgrimage to Baireuth and other art centers abroad but intensified the impressions gained in her Chicago work, and she felt that though far from the seats of culture, the work done here was in the truest sense vital to the broadest growth and development of art.

During the past few years a part of Miss Hofer's time has been given to music work in the social settlements of Chicago. There the natural and ethical uses of music in social education have offered a most interesting field for study and experiment. Of this work Miss Mary McDowell of the Chicago University Settlement says: "We have felt from the beginning of our settlement life that Miss Hofer, with her charm of music, has been more perhaps than any other a civilizing force in the community. Through her teaching, ideals and poetry, as well as sweet sounds, have come into child life, and have been carried to the home, the school, and the church. And after four years of faithful work reward has come to the laborer in the knowledge that true art is born of life and the living of life, and not of pet conditions. With the adults a valuable work has been done. Music, with its universal language, has spoken to our people, and united the heterogeneous units into a social harmony."

The result of this neighborhood influence was most strongly felt in the work of the vacation schools last summer, when the folk spirit of music was truly realized in the singing of the children. Here song and work joined hands, and something of the natural order of music development was gained through the genius of Miss Hofer's directive powers.

Dr. Graham Taylor, of the Chicago Commons Settlement, says: "The residents regard the chorus classes of Miss Hofer as one of the most valuable elements of our

work. It promotes social unification, lifts the standard of recreation, adds a highly appreciated element of culture, and affords a rare privilege not only to those who are participants in its work, but the recipients of its public service. To Miss Hofer's enthusiasm, musical capacity and inspiring conductorship, the success and popularity of the chorus and its concerts are due."

Of Miss Hofer's work it can truly be said that it is so much more than a music lesson that it feeds her pupils from all points. She has the element of personal inspiration, which is so large a part of true teaching, and the capacity of arousing and getting the best from those she teaches. With tastes pronouncedly æsthetic, she combines strong common sense, natural enthusiasm, quick sympathies and humor. She possesses a voice of great natural sweetness and power, and through its daily use as a medium of expression it has become a subtle exponent of the philosophy which she teaches. Miss Hofer believes that music in its beginning should be a vitalizing, motivating force instead of a passive imitation, and that its future art must grow out of its living present, the doer gaining culture and power through the doing. The past year has been spent in the field to which she has long been called, giving lectures and lessons in many of the large centers of our country. A few letters of appreciation show how her work has been received:

"Having considerable acquaintance with Miss Hofer's work, I am convinced of her marked fitness for it, especially of the value of her artistic interpretation of song to the educational work in which she is engaged."—*S. H. Clark, University of Chicago.*

"What Miss Hofer did for our classes this fall was most helpful; first of all, in arousing the singing power and showing each student that she could sing, that she had a voice and how she could use it; second, in her singing of the kindergarten songs she enabled the girls to see how they could be sung, and what real live singing was in the kindergarten. We have seen the effect throughout the year of this work in

better singing in the kindergarten. Every one of us has been benefited by it."—*Alice E. Fitts, Pratt Institute.*

"I am very glad to tell you of the interest in kindergarten music which Miss Hofer roused last winter among the students of our normal classes. Although they were having excellent training from our regular teacher of music, her work enabled them to interpret the songs from a different standpoint, gave them an insight into the relation of tone and feeling, and showed them the possibilities offered by good music in the education of children. Miss Hofer's knowledge of the kindergarten enables her to see needs and directly meet them. This makes her work specially helpful to all kindergartners.—*Caroline T. Haven, New York Ethical Culture School.*

"I heard one of Miss Hofer's illustrated talks on Music for Children at the Brooklyn Institute, and was delighted to note the cordial response from the audience. Miss Hofer's work is in line with the best educational work of the age, and makes for a greatly needed reform in the art training of young children.—*Bertha Kuntz Baker, Interpretive Reader, New York.*

"I have been so fortunate as to see Miss Hofer in class-work with both children and adults, also to hear her lecture and to discuss at considerable length with her the lines of musical education of which she is an apostle. It seems to me that she is working in the right direction, and that the general principles which she is following are entirely in accord with the best phases of the newer movement in the school and the home. The very valuable results of the out-working of these principles no one who has seen her classes can doubt. Add to good theory and practice the power to present the subject in such a manner as will interest an audience, and one has a fair idea of Miss Hofer's power in her work."—*Frank A. Manny, Supervising Principal, Indianapolis, Ind.*

## HOW OTHER PEOPLE HELP.

EVELYN LINCOLN.

**J**ACK and his father and mother had just moved out into the country to live on a farm. Jack went all over the place that first morning. He walked through the barns and climbed into each carriage and wagon. Then he visited the meadows where the cows, the horses, and the sheep were eating grass. Last of all he looked at the fields of corn, wheat, rye, and oats which were getting ripe in the sunshine.

When he went into the house for dinner he said, "Mother, this is a fine farm. What a beautiful time we will have. You and father and I do not need anybody else in the world."

"You think we do not need other people, Jack?" asked his mother. "Do you think father could get along without the four men who work with him? Wait awhile and see if we need other help."

Soon after this Jack's mother was taken ill, and there was nobody to make bread. Father drove into town and brought back bread, coffee, sugar, and a nurse to take care of mother.

"Well," said Jack to his father, "I'm so glad that there is a baker, a grocer, and nurse in the world, for now mother will soon be well."

"I had to go to a harnessmaker's while I was in town," his father said, "to have some harness mended; and mother wanted me to get some cloth from the merchant for your new jacket. The doctor told me to buy medicine from the druggist to help mother get well. I also went to the lumber and coal yard to order lumber for the new barn, and coal to keep us warm next winter."

"Oh, my!" exclaimed Jack, "how many people we needed today."

A few weeks after this, when mother was growing stronger, Jack and his father drove into town one morning.



The sun was shining brightly, the crickets were chirping cheerily, the bees were humming busily, and the little boy was very happy. He was so pleased that other people were going to help them. His father had eggs, fresh yellow butter, and vegetables in the wagon for some city people.

"Then we farmers help the people who help us. Isn't that nice?" asked Jack. "I had not thought of that before."

"Oh, yes!" replied his father. "We provide them with everything they eat."

While they were talking they drove up to a carpenter shop. Father went in to hire the carpenters to build the new barn, and Jack sat in the wagon to hold the horse. He was delighted to have the carpenters help with all their tools, and thought perhaps they would let him do something too. Then a mason was engaged to lay the stone foundation of the barn.

They called on the blacksmith because Tom, the horse, had lost a shoe. Jack had a fine time watching the fire in the forge, and hearing the anvil ring when the big blacksmith pounded the iron shoe. Next they drove to the butcher's to buy meat for dinner. "Well," thought Jack, "the butcher helps."

On the way home they turned down a side road that wound along a pretty brook, and that led to a mill. Here father told the miller that he had some wheat which he wanted to have ground into flour. Jack watched the mill wheel go round and round, and wondered what turned it. "The little brook helps," explained his father.

Tom jogged briskly along after they left the mill, and Jack watched the brook. At last they came in sight of the house, and there was a beautiful surprise for them. Mother was well enough to sit on the piazza in the sunshine.

Jack flew up the path, flung his arms around his mother's neck, and exclaimed:

"Mother, mother! Everybody helps everybody else. Even the little brook helps us. We do need help from other people all the time."

## MOTHER-PLAY BOOK STUDY QUESTIONS.\*

### THIRD SERIES. X.

SUSAN E. BLOW.

#### *Lesson of The Bridge.*

2264. What is the motto to "The Bridge"? (If you are a German scholar make your own translation.)
2265. Restate the thoughts in this motto.
2266. Name the successful bridges in the picture.
2267. Name the unsuccessful ones.
2268. What truth do they suggest?
2269. Is nature a bridge builder?
2270. Is man a bridge builder?
2271. Relate any experiences of your own with little children illustrating the thought in this play.
2272. Relate any conversations about the picture.
2273. Do you suppose Froebel intended to make the child conscious of the thought of the play?
2274. Do you think he intended to awaken the child's ideal of himself as a bridge builder?
2275. What do you understand to be Froebel's so-called law of the mediation of opposites?
2276. Will you state how this law is illustrated in the Froebel Gifts?
2277. How is it illustrated in Froebel's drawing?
2278. Give his illustration of it in crystal forms.
2279. Give its most general expression as a regulator of constructive activity.
2280. Give illustrations of its workings in physics, chemistry, biology.
2281. Is the expression "law of opposites and their mediation" a satisfactory one to you?

\*Contributors to this department are requested to write each question in full with its number, followed by the answer. Also to place name and address at the top of each page of manuscript, the same to be carefully numbered. Also to fold the manuscript for mailing, instead of rolling it.—EDITOR.

2282. What is a law?
2283. What is the psychologic truth of which this so-called law is an inadequate expression?
2284. Give any statements of this truth with which you may be familiar.
2285. Where does Froebel say that the child must find the solution of all his contradictions?
2286. Is this true also of the adult?
2287. How is it true practically?
2288. How is it true theoretically?
2289. How do you understand the final paragraph in Froebel's commentary on The Bridge?
2290. What is the problem of which all religions are the attempted solutions?
2291. In what consists the superiority of the Christian solution?
2292. Does this solution seem to you final?
2293. Is Christianity then the true, the absolute, the final religion?
2294. In what sense are family and home a mediation of opposites?
2295. How will you lead from these to the higher mediation?
2296. Must *uniting* deeds prepare the way for insight into the unity that includes and harmonizes differences?
2297. In general is Froebel's point of departure the deed?
2298. Do you agree with him as to this priority of act?
2299. Can you reconcile it with his statements that the center from which education radiates is "Gemüth."

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#### PEACE.

'TIS not in seeking,  
 'Tis not in endless striving  
 Thy quest is found:  
 Be still and listen;  
 Be still and drink the quiet  
 Of all around.  
 Not for thy crying,  
 Not for thy loud beseeching,  
 Will peace draw near:  
 Rest with palms folded,  
 Rest with thine eyelids fallen,—  
 Lo! peace is here.

—Edward Rowland Sill.

## CURRENT WORK—NEWS—REPORTS.

**School Work in Trinity Parish.**—On May 6, 7, 9, and 10 an exhibition was held in the assembly room of Trinity Chapel's school, New York, of the manual work done during the past year in the eight schools of Trinity parish, including its night school. Notwithstanding the fact that the first of these schools was established one hundred years ago, their scope and the extent of their achievements are by no means widely known, and therefore those present at this first exhibition were agreeably surprised as well as interested. No less than two thousand children of all classes in life attend the schools which are located in various parts of the city, being attached to the several chapels of Trinity Church, which has its own school near the famous building, and having no connection with the large uptown institute bearing the name of Trinity school. St. Paul's, though seldom remembered outside save for its historical associations, is still modern and active enough to have its flourishing school; St. Augustine's on Bleecker street has both a day and a night school; St. John's and St. Luke's have a school and kindergarten in common, held in St. Luke's buildings on Hudson street; Trinity Chapel on West Twenty-fifth street; St. Chrysostom's, Thirty-ninth street and Seventh avenue, and St. Agnes', West Ninety-third street, all have their schools. Of these none are co-educational, and most of them are for boys; but four have kindergarten departments, to which, of course, both boys and girls are admitted. The exhibits of sewing and embroidery demonstrated with gratifying thoroughness that the methods of instruction employed are the newest and best; specimens of dressmaking and millinery, notably from St. Augustine's, and of embroidery, ecclesiastical and otherwise, were shown, which left no doubt as to the benefit which the young workers had received. An interesting feature was the carpentry work. This is all done in the shop of St. John's, to which the boys of the various schools are sent on different days of the week, preferably to having a shop in each school.

In the work submitted by the four kindergartens an exemplification of every accepted idea of kindergarten training was to be found. Trinity Mission's exhibit was especially noteworthy for the excellent arrangements of folded paper and of mounted flowers, the work in all cases being obviously done by childish hands alone; St. Chrysostom's presented something new in the shape of transparencies made of japanned paper, also some capital ideas of first steps in sewing for the babies and some modeling, afterwards colored; some freehand cutting designs of unusual beauty and cleverness were conspicuous in the exhibit from St. Agnes', and also some remarkably neat specimens of outlining filled in with paint. Here, too, was the largest display of cardboard sewing. The cooking, laundry work, basket-weaving and art-work in the exhibit from St. Luke's marked the variation of the method taught in the Chicago Kindergarten Institute from that in vogue in the East. Some tiny pots of jam, a little clothes-horse supporting small clothes neatly washed and ironed, and some pretty little baskets testified to the possibility of a very early advance in manual training. A miniature house, all the appointments of which were made by the children, epitomized the system; the residence was set in a sand-tray, the sand

being arranged as a garden with a fence, garden benches, posts, and a line with clothes hanging up to dry; this last touch of realism, like everything connected with the house, was suggested and made by the children. Inside it was fully furnished in a manner which demonstrated painting, cutting, folding, sewing, pasting, weaving. Considerable interest was excited by the display of water-color painting, in all cases done from the object without any guiding outline having been drawn; the clay modeling was all noticeably large, and it included a surprisingly creditable copy of a Barye lion, done by a six-year-old girl. The results of the exhibition were so encouraging that there is a prospect of its becoming a yearly institution; but no other display can ever outrank the one just past as a representation of the simple, daily routine; for it should in justice be said that all was accomplished, from the broaching of the idea to the principals, in less than three weeks.—*M. T. S.*

**Santa Barbara Kindergarten.**—Our first kindergarten was opened March 9, 1887, when seven little tots put in an appearance with one kindergartner and one assistant in charge of them. For several months we were obliged to go into the highways and hedges and compel the children to come in, for the parents were indifferent, and the children were "too young" or "it was too much trouble to get them ready;" but before the end of the first year there were thirty-five names enrolled, and the number has increased steadily from year to year, 250 names having been enrolled during this year. Six women banded together for this work calling themselves "The Santa Barbara Kindergarten Association," and through their efforts the necessary funds have been raised, the interest of the people aroused and held, and the courage of the kindergartners kept up to the proper pitch. Our first venture was made in an old adobe building known as the Carillo House, a most picturesque place, very characteristic of Southern California; but as time went on larger quarters were needed, and before many years a building of our own was dreamed of. Finally the Kindergarten Association united with Miss Blake and built what is now known as the Sloyd Building, and into these new quarters, amid great rejoicing, the kindergarten moved in September, 1894, when an addition was made to our corps of teachers by volunteers. We continued to grow, and the manual training work increased as rapidly, so that these quarters were not large enough to accommodate the children, and Miss Blake bought the interest of the kindergarten for about \$2,146, which, with \$750 raised by subscription, was used to build our present building of which we are justly proud, for it is a model kindergarten. Visitors from the East and Europe are loud in praise of our present quarters. Our corps of teachers consisted at first of one kindergartner, to whom we paid \$50 per month, and an untrained assistant to whom we paid \$10 per month, but as time went on it became necessary to get another kindergartner, who was paid \$40, and with two volunteer workers the force of teachers numbered four. Miss Casebolt as director, Miss Carey as first assistant, and Misses Metcalf and Barker, assistants, did most efficient work. The kindergarten has been supported by a membership fee of \$3 per year, paid to the Kindergarten Association, monthly subscriptions paid by residents, public and private entertainments given from time to time, and the generous spirit and hearty coöperation of the whole community serves to strengthen our faith in human nature, and to make us realize that there is a spark of the divine in every human being. A nominal tuition of 25c. per month was charged, but even this small sum was not obligatory. Our annual expenses amounted to about \$800. At length, in June, 1896, at a public election, \$2,000 was voted for the year's support of the kindergar-

ten when it became a part of the public school system, the association giving the use of their building, furniture, and material. The work has increased greatly, and there are now three different kindergartens on which \$4,000 will be spent the coming year. Although the management of the kindergarten is in the hands of the school trustees, the Kindergarten Association is still an organization, and maintains its interest in the work. We have reason to congratulate ourselves on the success of our efforts, and pray that the good work may go on.—*Martha D. Tallant.*

**Twenty-fifth Anniversary of the St. Louis Public Kindergartens.**—The St. Louis Froebel Society celebrated its tenth anniversary April 19, 20 and 21, at the same time celebrating the twenty-fifth anniversary of the St. Louis kindergartens. The first day was called "mothers' day," and a large audience assembled at the high school to hear the following program: Kindergarten songs, by little children; Froebel's "Mother-Play Book in the Nursery," Mrs. Elsa Hofer Schreiber; The Value of Mothers' Meetings, Mrs. C. L. Hammerstein; The Kindergarten from a Mother's Standpoint, Mrs. Wilbur B. Allen; Children's Plays and Playthings, Mrs. Robert H. McMath; Ethical and Religious Import of the Kindergarten, Mr. Wm. M. Bryant. Wednesday evening the program was continued on more general lines. The History of the St. Louis Kindergartens was given by Mr. F. Louis Soldan, superintendent of instruction; The Value of the Kindergarten to a Community, Judge Leo Rassieur; The Influence of the Kindergarten Idea upon the Educational Life of the State, Mr. John R. Kirk, State Superintendent of Instruction; The Culture of the Kindergarten, Mr. Francis E. Cook. Thursday, April 21, a reception was held at the Union Club House which was beautifully decorated for the occasion, three hundred kindergartners and as many invited guests assembled there. Miss Mary C. McCulloch, Supervisor of the St. Louis Kindergartens and President of the St. Louis Froebel Society, conducted the exercises, and all kindergartners participated in the songs and games. Miss McCulloch read telegrams of greetings and congratulations from Miss Blow, Dr. Harris, Baroness Von Bülow and the Chicago Kindergarten College, after which a beautiful marble bust of Miss Susan E. Blow, executed by Mrs. Caroline S. Brooks, was unveiled. No kindergarten celebration in St. Louis could be complete without Miss Blow's name being first in the mind of all. A touching tribute was also paid to the memory of Mrs. Clara Beeson Hubbard. Her picture stood among a mass of wild flowers, while her friends and associates grouped in front sang "The Bridge" from her book. After the exercises refreshments were served, and the following, in the shape of a souvenir card, composed by Miss Ida M. Richeson, was handed each one present:

"1888—1898. Tenth anniversary of the St. Louis Froebel Society. Members of the Froebel Society, let us string upon the golden strand of memory—the Red Beads of love and inspiration that have been generated by our united efforts; the Orange Spheres, symbols of the sun, and revelation of the goodness of God, the Yellow Ambers of desire awakened, 'To let the new life in me know desire must ope the portal;' the Emeralds, the color of hope, the hope of immortality and victory, the end to be attained; the Blue expressive of truth from a celestial origin and fidelity to our trust; the Violet signifying love and truth, as it is a blending, a unifying power; for all are needed by each one, nothing is fair or good alone.—*Nellie L. Paterson.*

**Games and Songs.**—In response to an inquiry for a list of games suitable for children in the primary department of a public school to play during intermission on stormy days, we suggest the following circle

games. As trade games, which are songs the children dramatize for themselves: The Target, p. 185 of Miss Blow's "Songs and Music of Froebel's Mother Play"; Carpenter's Song, p. 38 of Tomlins' "Child's Garden of Song"; Busy Carpenters, p. 66 of Hill's "Song Stories for the Kindergarten." Also these others from the same collections: The Farmyard, p. 240, Blow; Our Country Friends, p. 20, Tomlins; Caterpillar and Moth or Butterfly, p. 40, Hill. Guessing games: How many have gone, let one child guess; Blindman's Buff; Drop the Handkerchief. Sense games: Feeling, tasting, smelling, etc. Ball games or bean bags. Little Travelers, not yet published, but soon to be in the KINDERGARTEN MAGAZINE. London Bridge, ending with a tug of war. I put my right hand in, etc., or Here we go, Looby Loo. Round and Round the Village, omitting the last verse and changing the next to last, singing,

Stand and face your partner.  
Stand and face your partner.  
Stand and face your partner.  
Shake hands before you go.

These last three are fine old English games, and can be found with music in "Children's Singing Games," edited by Alice Gomme, published by David Nutt, Strand, London. Also we recommend this list of songs and recitations suitable for springtime for the children of the kindergarten, as requested. Easter Song, p. 17, Eleanor Smith's "Songs for Children," No. 1; The Sunshine's Message, p. 39 Hill's "Song Stories"; Little Yellowhead, p. 53 "Neidlinger's "Small Songs for Small Singers"; The Little Shoemaker, p. 79 Mrs. Gaynor's "Songs of the Child World"; Dandelion, by Mrs. Knowlton, in the March KINDERGARTEN MAGAZINE; Little Birdie, p. 43 Neidlinger's "Small Songs for Small Singers"; Spring Song, p. 16 Eleanor Smith's "Songs for Children," No. 1; The First Flying Lesson, p. 27 Neidlinger's "Small Songs for Small Singers"; Bye Baby, Bye, a beautiful lullaby, p. 77 Hill's "Song Stories"; Pussy Willow, p. 34 Walker & Jenks' "Kindergarten Songs."

**South Park Settlement, San Francisco.**—The San Francisco Settlement Association was organized in April, 1894. A few months before that Miss Jane Addams, of Hull House, Chicago, had visited San Francisco, and as a result of the interest aroused by her, a committee was formed to consider the advisability of establishing a settlement in San Francisco. Shortly after the organization was effected, the offer of an annuity for the work of the association, from Mrs. Phoebe A. Hearst, enabled them to select a house and begin active operations. South Park, where the house is located, and from which the settlement takes its name, used years ago to be the residence quarter of the local aristocracy. It is laid out in English fashion, an oval inclosure with roadway around, entrances at the four ends, and houses on all sides. The settlement is therefore somewhat retired from the noise of the larger thoroughfares, while it has easy access to the streets of the working-class quarters all about it. The house is an old-fashioned residence that had become a common tenement house. It contains thirteen rooms, and is four stories in height. There are six rooms which can be used for public purposes, and there are accommodations for six residents. The neighborhood is one specially suited for the work that a social settlement undertakes to do. The beginning of the work of the settlement was centered in a kitchen garden, already in active operation, which was removed to the settlement house. These children were organized into various classes, and by degrees the clubs and classes which form the working force of a social settlement grew up and spread out into the neighborhood. The house has a good library, and is accumulating all the time through the generosity of friends, pictures and pieces of furni-



ture which add to its home-like air, and serve to make it answer the better to the purpose for which all social settlements exist—neighborhood homeliness.

THE Philadelphia Society of Froebel Kindergartners celebrated Froebel's birthday at the School of Industrial Art. The meeting was called to order by the president, Mrs. Van Kirk, and the songs "Sprinkle, Sprinkle, Comes the Rain," "In the Hedge," and "Froebel's Birthday Song," were sung. The training class played the games, "The Pigeons," "Froebel's Birthday Game," and the "Marching Game." The meeting then took the form of a retrospect, the classes of 1881 and 1882 having been especially invited to attend the meeting and respond to the roll call. The class of 1881 was represented by Mrs. Weidmer and Miss Hannah A. Fox, who responded to their names by giving interesting accounts of their labors in kindergarten fields. Among the absent sending letters in response to their invitations were: Mrs. May Miller Brown, of Sioux City, Ia.; Mrs. H. L. Greenleaf, of Everett, Mass.; Mrs. Solomon Thomas, of Pendleton, Ind.; Miss Nellie B. Hunsicker, of Norristown, Pa., and Miss Sarah L. Tomlinson, of Southampton, Pa. In the class of 1882 responses to the roll call were made by Miss Ella Cadmus, Miss Violet May Mackenzie, and Mrs. Charles Hoffman. Letters were received from Misses Anderson, Hutchinson, Purves, Smith, Franz, and Bartlett. A very pleasant surprise came in a telegram from Miss Laura C. Birchall, of Fargo, N. D. A very interesting feature of the afternoon was the exhibition of the handwork of the first and second years' classes of 1898, which was very beautiful and artistic. The meeting was a very enthusiastic one, as the responses to the roll call were expressive of tender tributes to the trainer of the Philadelphia Training School for Kindergartners, and hearty applause rang all along the line from 1881 to 1898. At the close of the meeting Prof. Daniel Batchellor led in the hymn, "Daylight from the Sky Has Faded."—*Agnes M. Fox, Sec'y.*

THE arrival of Pundita Ramabai in this country about the time of Miss Willard's death recalls an incident that occurred when the Pundita was here some ten years ago, as told in a periodical of that time by Elizabeth Porter Gould. It was at a meeting of the W. C. T. U. in Tremont Temple, Boston, when Joseph Cook, introduced as the "brother-in-law of the Union," presented one of the most striking object lessons ever given to the public eye. "After paying a tribute to the heroic, far-seeing labors of the two women before him, Pundita Ramabai, representing the women of India, and Frances E. Willard, the women of America, he added that the sight on the same platform of a 'daughter of the Ganges,' working hand in hand with a 'daughter of the Mississippi,' for the uplifting of women the world over, was what many a soul had longed to see, but had died without the sight. As he finished speaking he paused a moment, then requested that the two women step forward, one on each side of the desk, and clasp hands over the Bible. This being done, he stepped a little behind, between the two, and, slowly lifting the Bible, he said, with great reverence, 'Rise, woman, by the heights of Christianity to universal civilization.' The effect was thrilling and profound; a high caste Hindu woman, draped in the widow's white robes, and a free born, great souled American woman, in the conventional black, receiving the strong and tender benediction of a manly Christian chivalry. It was a scene to linger in the memory of that vast audience."—*Woman's Journal.*

The Free Kindergarten of Columbus, Ga., is completing the third year of its existence. There are two kindergartens, the Emma Moffat Tyng

Kindergarten on Front St., Miss Adelaide G. Mason, principal, five assistants and fifty children, and the Mary Louise Cook Kindergarten on Nineteenth St., Miss Martha G. Backus, principal, five assistants and sixty children. The children in both kindergartens come from the class of factory operatives where the work is especially needed because of the large percentage of mothers who work in the mills. Mothers' meetings are held at regular intervals, and a growing interest in them is manifested. The training class contains ten students, from seniors who will finish the course by June 1, and six juniors. The system in use was brought here three years ago by Miss Winifred Barlow and Miss Edith Woodruff, graduates of the Training School of Louisville, Ky., and is identical with that in use there. Besides the free kindergartens which are supported by contributions and entertainments given by the ladies of the Board of Managers, there is a flourishing private kindergarten, Miss Addie Moses, principal, of the class of 1897, and one assistant. In spite of many discouragements and great financial difficulty, the Free Kindergarten Association has always managed to finish the year free of debt, and this year the financial basis is better than ever before. Already several applications have been made by other places in Georgia for the graduating class, and one member is already engaged to do private work in Darien, Ga., next year.

**A Kindergarten Story.**—Julie, our little English flower, had not been long with us, but in that short season had shown every day new growth, and a rapid unfolding of her creative faculties. One morning after I had finished my story, she said, "Miss B——, wouldn't you like to hear me tell a story?" So at luncheon that day she was asked for her story. With an ease that most pulpit orators might have envied her she began and told the following, which I shall quote as nearly as possible in her own language: "I am going to tell you about two little flower fairies that live in my own little garden bed. One fairy lives in my pink rose, the other has its house in a little yellow pansy close by. These two fairies sit and talk to each other a great deal, and look up at the blue sky all day long. They love to watch the fairies in the sunbeams dance about, and one day not long ago they saw something very beautiful up there. They saw the fairies in the sunbeams dancing with their little cousins, the raindrop fairies, and as they danced together they made a beautiful rainbow in the sky." This was the weaving together of parts of several stories that I had told from time to time during the spring, and was told as smoothly as an adult could have told it and in the presence of all the children, about twenty-five in all. Julie was not five yet, and was the youngest of the four bright little ones in my class in a private kindergarten.—*Margaret Baldwin.*

MRS. ROBT. AITKEN writes from the top of Mt. Hamilton, from the Lick Observatory: "Then all the mothers of us here on the mountain, and all our children, attended a kindergarten before we came to the Observatory. One day my small daughter, then five years old, said, 'Mamma, did the little Lord Jesus have an Auntie Nellie?' (the children's name for the kindergartner). I said, 'no,' and she sighed, 'oh, poor Jesus.' You can see from this how the children loved the kindergartner. There is no school here, but between us all we teach the children and we certainly enjoy it. We have most all the world for a geography book. The children have the cañons for play houses. Wild flowers and butterflies, squirrels and ants, a dog and kittens for playmates. Their favorite reward is to 'study stars' with papa. Specially careful workers and specially happy children all the week go up to the

Observatory Saturday night, and look through the big telescope. They sew the constellations in their sewing cards, and can locate many of them by name and proper position in the sky. The whole mountain side is a perfect mine for one with the true Froebel spirit. Of course we miss some things, like the Mother's Congress, for instance, but then we can read about that, and it would be only half a life to live in the valley again. The children treat with scorn any proposal to live in the valley."

WHEN the great battleship Oregon started down the bay, and out through the golden gate on her perilous voyage around Cape Horn, thousands were waving their handkerchiefs at the pride of the Pacific coast, the great floating fortress, when, from the deck of a ferryboat thronged with women, arose the sweet tones of a Christian Endeavorer's voice as she sang the song dear to so many hearts, "God Be With You Till We Meet Again." From all parts of the crowded ferryboat the song was joined in by willing voices. Soon the echoes of the bay were aroused. The multitudes who bade the ship God-speed poured out their feelings in the song. The chorus served as a blessing and a benediction to the stately ship and the brave sailors and seamen. The burden of the prayers of all loyal Americans is "Mizpah." Those who saw the departure of the noble craft, and heard the volume of sweet song that rolled over the water, never will forget the occasion. Patriotic Californians expect no reversal of the success of American arms when a ship is so beautifully sent upon her voyage.

**A Step in Advance.**—At Radcliffe College a step has been taken which will meet with the approval of the friends of higher education, and of college education for women, and arouse the interest of those who have not recognized that a college training is a foundation for right living, and not merely a tool for earning money. In the establishment of a course of eight lectures on Kindergarten Principles and Methods, by one of the leading kindergarten trainers in the country, Miss Laura Fisher, Radcliffe has made that combination in the educational chain for which the country has been waiting. The subjects of the eight lectures are: "The Kindergarten Ideal," "The Symbolism of the Child," "Froebel's Mother Play," "Froebel's Idea of Imitation," "The Kindergarten Gifts," "Froebel and Herbart," and "The Kindergarten and the School." This course of lectures is given in connection with the courses of education and teaching, completing a circle in education.—*Outlook*.

MR. HUGHES, of Toronto, has just closed a largely attended course of lectures on "Dickens as an Educator," under the auspices of the Buffalo Women Teachers' Association. The Buffalo Free Kindergarten Alumnæ Association invited the members of the Kindergarten Union of Buffalo to a celebration of Froebel's birthday at the Women's Union. A Froebel literary program was carried out, after which ices, cakes and fruits were served by the hostess, and a prolonged happy time was indulged in. The Kindergarten Union of Buffalo held the closing meeting for this year at School No. 1, Seventh St. Among other business transacted, a motion was carried to send to the treasurer of the International Kindergarten Union a check for yearly dues which, by inadvertence, was not sent two years ago. The old officers were reelected: Mrs. Wylie, president; Miss Elder, vice president; and Miss Selkirk, secretary treasurer.

THE kindergartners of Washington have planned to entertain the visiting kindergartners of the National Educational Association in several ways at the convention in July. They will have a special head-

quarters for kindergartners, and will distribute a special badge. The badges are to be numbered, and each kindergartner will be designated by her number in a list which will be distributed as a medium of mutual introduction and as a souvenir. An evening reception and lawn party will be provided, at which, after a period of social intercourse, a series of games will be played under the direction of representative kindergartners from various parts of the country. The regular program of the association provides two afternoons to be devoted to kindergarten topics, but opportunities will be given for kindergartners to meet at other times. It is expected that several hundred kindergartners will be present at the gathering.

THE Froebel Union of Milwaukee celebrated Froebel's birthday in a very enjoyable and successful manner at the normal school. After the exercises an informal reception was held, attended by about three hundred friends of the Froebel Union. Light refreshments were served. The following was the program: Instrumental duet, Misses Ott and Trelevan; address, "Welcome," Miss J. Hannon, president; paper, "Froebel's Philosophy in Relation to Modern Thought," Prof. C. P. Cary; vocal solo, little Miss Abrahms; "Five Knights," Mission Kindergarten training classes, prefaced by explanatory remarks by Miss McMin; paper, "The Kindergarten in its Relations to Present Educational Conditions," Nina C. Vandewalker; vocal selections, normal school training classes.—*Margaret T. Doyle.*

THE officers of the Occidental Kindergarten Association of San Francisco are: President, Anna Braemer; vice president, Jeanne Moore; recording secretary, Bernice Hirschmann; corresponding secretary, Minnie Hollub; treasurer, Rose Steinhart. The Pioneer Kindergarten Society, established in 1878, supports three free kindergartens known as follows: Silver Star Kindergarten, Adler Kindergarten, Mail Dock Kindergarten. This society traces its origin to the influence of Prof. Felix Adler. San Francisco has a large and flourishing child-study club, which holds regular meetings and discussions on practical subjects. There is also an association for the support of free kindergartens known as the "Eureka," in which Mrs. Clark and Miss Eastman are active.

**Blue-prints.**—These are extremely simple and inexpensive, yet a very decorative style of picture. Blue-print copies of famous works of art bring art study within the reach of almost anyone, and they answer very nicely for schoolroom decoration. Geo. A. Mosher, of Syracuse, N. Y., issues a very complete catalogue of works of art, architecture, sculpture and painting of which he sells blue print copies for one dollar per hundred for the four by five inch size. Any kindergartner can afford such returns. Good work for nature study may also be done in blue-prints, treating the object to be copied, such as leaves or blossoms, as a negative, and letting the sun reproduce its outline in all the detail and delicate tracery of nature in soft blue tones.

THE Fresno Free Kindergarten Association has issued its fifth annual report, which is a credit to the citizens of Fresno, who have supported the women in maintaining a free kindergarten. The Fresno *Expositor* in making a plea for this work in a recent issue, says: "We ought to have a free kindergarten maintained by the State under the public school system, instead of devoting so much of the school money to merely ornamental work in the high schools; but until we do have one, let the free kindergarten we now have receive the encouragement and financial support it deserves."

CASA DE ROSAS was built at Los Angeles by Madam C. M. Claverie, formerly Mrs. Alden, of Providence, R. I., as an ideal Froebel institute. It is a beautiful Spanish building, with central court, pillared galleries and spacious halls, on one of the choice residence streets of Los Angeles. During the past year the school has been temporarily closed, Madam and Professor Claverie conducting a tourists home hotel in the beautiful building. Madam Claverie has by no means yielded her plans for carrying on an ideal Froebel school, which shall include the kindergarten and the normal training of women.

MRS. CAROLINE DUNLAP has been conducting some valuable work among the mothers in Portland, Ore., during the past year, there being no regularly organized kindergarten work in that city at present. It would be an interesting work for the Portland Woman's Club to undertake putting the kindergarten into the public schools of Portland. The women's clubs are the impersonal mothers of our great cities, and can scarcely find a more useful line of work than that of providing kindergarten privileges for young children of their respective communities.

In order to obtain a kindergarten certificate from the Los Angeles, Cal., Board of Education, a person must be the holder of a valid primary certificate of the county, or present credentials showing education equivalent to that acquired by completing the course of study prescribed for high schools in California. In addition to the above a person must have had at least two years' professional training in kindergarten work. Two years of kindergarten teaching may be substituted for one year of professional training.

**Chicago Kindergartners Get What They Asked For.**—The committee on school management of the Chicago School Board has recommended that in the future kindergarten teachers, where there are two sessions a day, be given the same pay as the grade teachers, a maximum of \$1,000, and their assistants \$725. Where but one session is held the pay will be \$700, and \$500 for assistants. The increase is to be \$50 a year, except those who have taught one or more years will receive an immediate increase of \$100.

"SPELL ferment and give its definition," requested the teacher.

"F-e-r-m-e-n-t, to work," responded the diminutive maiden.

"Now place it in a sentence, so that I may be sure you understand its meaning," said the teacher.

"In the summer I would rather play out-of-doors than ferment in the schoolhouse," returned the small scholar with such doleful frankness and unconscious humor that the teacher found it hard to suppress a smile.

A TRAVELING schoolhouse would be very attractive to the average schoolboy. There is one such in the United States. The Westinghouse Air-brake Co. gives instruction to railroad men in the use of the Westinghouse Air-brake in a schoolhouse of three cars fitted with all appliances and managed by competent instructors. In the eight years since its establishment this schoolhouse has traveled 55,000 miles and instructed 112,000 students.

MISS HAVEN, of New York, once told the story of a man who, instead of going each night to the liquor saloon, as had been his custom, invited his boon companions to his home to be entertained by his little son with kindergarten games, songs, and the interesting matters of all sorts

which he had gathered at the school. "Rather hard on the child, perhaps," was Miss Haven's comment, "but a pretty good thing for the company."

MISS ESTELLE M. DARRAH, formerly of Leland Stanford University, is at present in the Mankato, Minn., Normal, her special work being child study. Miss Darrah was an earnest student under Mr. and Mrs. Barnes while at Stanford, and has been intelligently in touch with the kindergarten movement for many years. We are glad to record these facts, as no preparation is too good for a state normal school worker.

BESSY R. was lying in her crib. Presently she sat up, peeped over the side and called out: "Papa, how you feel?" "I feel pretty well," he answered. "How do you feel, Bessy?" "I feel mad!" she cried. Of course, there was a general laugh, but it died away and there was no more notice taken of Bessy. She stood this as long as she could, and then she cried out: "I feel annoder mad!"

KINDERGARTEN history is making itself so rapidly that you cannot afford to depend upon your study of educational history for current events in your profession. You need to know what cities are opening kindergartens, and where it is most likely you could get a position and how to go about it. Take a business interest in current kindergarten events.

MISS MARY C. MAY, formerly of the Chicago Free Kindergarten Association, is at the head of the kindergarten department of the State Normal School of Salt Lake City. She is a forceful and well-equipped worker, and writes that the demands for addresses and lectures in addition to her regular work are constant. All success to you.

IN the May number of the KINDERGARTEN MAGAZINE, "Subscriber" asks if the story of "Fairy True Child" is in print, and if so, where? It may be found in Miss Wiltse's collection of stories, entitled "A Brave Baby," published by Ginn & Co., Boston.—*Isabella F. Cummings.*

"I hope the day is not far distant when the great state of California will recognize the kindergarten the same as the primary grade, and thus encourage one of the most important features of our school system."—*James A. Foshay, Superintendent City School, Los Angeles.*

THE Kindergarten Department of the California Teachers' Association was organized December, 1896, at the thirtieth session of that association, in recognition of its merits and the great educational value of kindergartens as the proper foundation of all education.

INCLOSED find my check for the amount of indebtedness to you, and with it I wish I might express my appreciation of the magazine. It is the life-blood of our otherwise isolated work, and keeps us in touch and fellowship.—*Mary E. Norton.*

MRS. HARVEY C. ALLEN is the moving spirit of the Mothers' Club and Kindergarten organization at Pasadena, Cal., Miss Jessie M. Crandall, formerly of Chicago, being in charge of the private kindergarten.

MRS. VIRGINIA K. HAYWARD, formerly of St. Paul, has been in charge of one of the kindergartens of Spokane during the past year, and is also president of a small Froebel club and active in Sorosis.

ACCORDING to Rev. Horatio Stebbins the Catholic church is the largest religious body in San Francisco, including about one-third of the population, and having a property value of three millions.

FOND mother: "Oh, Peter, Peter! I thought I told you not to play with your soldiers on Sunday."

Peter: "But I call them the Salvation Army on Sunday."

THE formal opening of the Northwestern University Social Settlement playground was a May-day festival the afternoon of May 7, participated in by about two hundred children.

THE average number of pupils to a teacher in the Brookline (Mass.) public school is thirty-four in the primary schools and twenty in the kindergartens.

ONE Chicago kindergartner rides twenty-six miles on the cars, and walks four miles every day, to reach her kindergarten.

IT is said that the ratio of mortality among newspapers is greater than among tenement house babies.

IN 1893 there were six public kindergartens in New York city; in 1896, sixteen; in 1897, forty-two.

ELEMENTARY education was not made free to all classes in England until 1892.

THE Ebell Society of Los Angeles has a mothers' section.

#### LOST.

"OH, muvver!" cried he,  
 "I tumbled, I did!"—  
 Ruefully looking down;—  
 "I tore a big hole  
 In my 'tockin,' I did!"—  
 Rubbing the knee so brown.  
 "But, muvver!" cried he,  
 "I hunted, I did,  
 But it dus' wasn't *anywhere*—  
 The cwooked, wound piece  
 What fell out of the hole—  
 I fought you could put it back dere."  
 "Now, muvver!" cried he,  
 "Now *where* does you s'pose  
 That cwooked, wound piece did go?  
 It's *somewhere*, I know,  
 But *where* can it be?"  
 Does any wee laddie know?

—*Marie Gloden in Kindergarten Review.*

## BOOK REVIEWS AND REFERENCES.

The *Ladies' Home Journal* proposes to publish a series of articles on the kindergarten in the early fall, and the reasons for this step, which is somewhat aside from its usual line of works, are as follows: It seems that *Journal* is accustomed each year to send to its subscribers a circular letter asking every member of that army what he or she can suggest for the coming year's program. "Shall we go on with such and such a department, or shall we discontinue it," say the editors; "would you like more of this feature, or less of that; is there any topic we have never handled that you would like discussed? Among the answers to this friendly communication last season, appeared an overwhelming number of requests for articles on the kindergarten, most of them from women living in prairie hamlets, in small New England villages, or on lonely farms and homesteads all over the land from East to West. What is this kindergarten that we hear so much about?" cried this eager body of women. "Tell us what it is and how we may get it for our children!" The demand was so urgent, the clamor came from so many different quarters at once, that it could not be neglected, and the editors of the *Journal* requested Miss Nora Smith to attempt to feed this hungry brood of questioners. The *Journal* is always crowded for room, and Miss Smith was asked to state the smallest number of articles in which she could give, as briefly as possible, a general idea of the kindergarten to persons entirely unfamiliar with the subject. The number finally decided upon is four: (a). What is the kindergarten? (b). The kindergarten gifts? (c). The kindergarten occupations. (d). Song, Play, and Story. The injunctions of the editors are that the material be kept as simple and practical as possible; that all non-essentials shall be eliminated; that the average mother shall be the one considered, and that some idea shall be given of the kindergarten as it might be used in home and neighborhood work. Miss Smith enters upon the undertaking with considerable

trepidation, but she feels that it is well worth all possible thought and effort, for an opportunity to address an audience of 700,000 persons on so momentous a topic is one that no missionary (and all kindergartners are missionaries) could think for a moment of neglecting.

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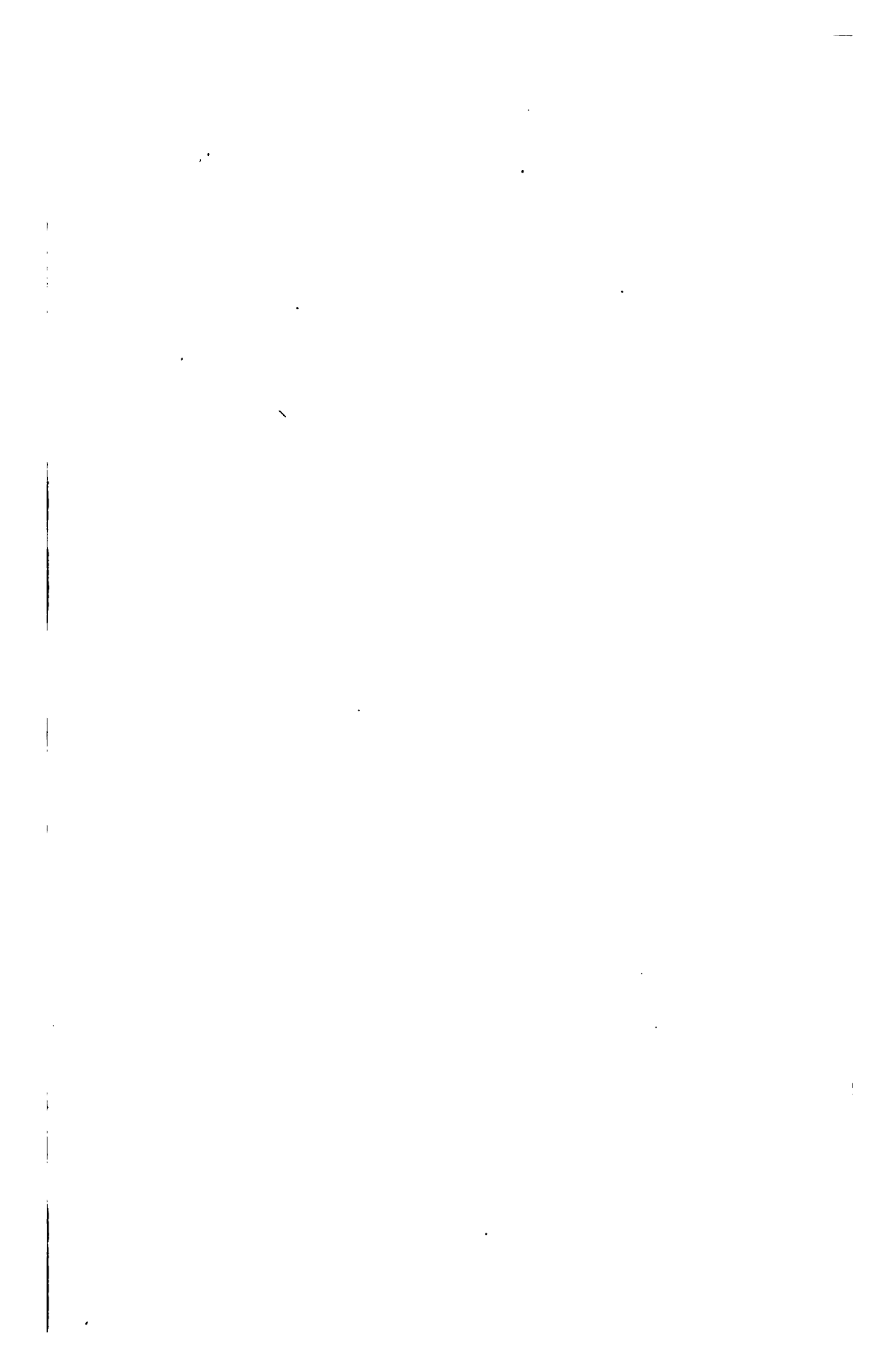
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